P2.1 (Isi 10a) – Anti-Bullying and Racial or Sexual Harassment Policy

Policy Owned By :	Melanie Bloor-Black – Director of Pastoral Care	12th February 2022
Reviewed By :	Leadership Team	17th March 2022
Approved By :	Ben Gudgeon - Headmaster	17th March 2022
Governor Review By :	Education & Welfare Committee	24th April 2022

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Revision History

Revision	Paragraph Number	Revision
November 2017		
September 2018		
January 2021		
Spring 2022	Whole document	Replace "PSHCE" with "PSHE" and "Headmaster" with "Head" throughout.
	Paragraph 3	Final sentence added
	Paragraph 5	Add "and Staff" in the first sentence and amend "encouraged" to "required"
	Paragraph 6	Update policy date
	Paragraph 8	Split and create new paragraph 9
	Paragraph 18	Update policy name and number
	Paragraph 19	Correct typo
	Paragraph 25	Rewritten with additional bullet points
	Paragraph 27	Final sentence added
	Paragraph 28	Extensively expanded to detail all measures
	Paragraph 30	Delete "providing" and replace with "offering"
	Paragraph 43	Replace "….if necessary, delete them." with "the Head will decide if material should be deleted or retained."
	Title	Change from "HBT Bullying" to "Homophobic, Biophobic and Transphobic Bullying (HBT)"
	Paragraph 49	Change "senior management" to "the leadership team"
	Paragraph 50	Change "school" to "attend a meeting"
	Paragraph 53	2nd sentence – replace 'bully' with 'perpetrator' 4th sentence – new

	Paragraph 66 & 67	New
	Paragraph 68	Add '(suspension)' and '(expulsion)'
	Appendix 1	Update policy date for KCSIE

Abbreviations, Acronyms and Definitions

Abbreviation / Acronym	Definition
CPOMS	Specialist software used in School to monitor Safeguarding, wellbeing and all pastoral issues.
DSL	Designated Safeguarding Lead
HBT	Homophobic, Biphobic and Transphobic
KCSIE	Keeping Children Safe in Education
PSHCE	Personal, Social, Health and Citizenship Education

Aim / Objective / Statement of Intent

1. The Yehudi Menuhin School aims to promote an atmosphere in which bullying will not take place, and in which relationships are based on openness, mutual respect, trust, tolerance and consideration for others. The School's aim is to promote sensitive behaviour, so that bullying, i.e. deliberately causing distress, is seen as out of place in the community.

2. The School regards bullying and racial or sexual harassment as extremely serious and it deals with these issues firmly. Everyone in the community deserves the right to conduct their lives without being the victim of bullying or discrimination. The School does not tolerate bullying.

3. All teachers, parents and pupils have a duty under Safeguarding legislation to report incidents of bullying or discrimination, including any incidents that take place whilst the pupils are in the care of guardians or parents, or attending external events in the care of school staff. Although this policy refers to both pupil and staff responsibility, when encountering bullying in the wider school community any concerns appertaining specifically to staff should be dealt with by referring to P2.3 Staff Code of Conduct Policy.

4. The School takes mental or emotional bullying as seriously as physical bullying.

5. Pupils and Staff are required to report immediately any unkindness they see happening to others rather than allow this behaviour to continue.

6. The School aims to prevent any bullying occurring and deals with all cases swiftly and sensitively. This policy has regard to ***Preventing and Tackling Bullying (July 2017)***; ***Cyberbullying: Advice for headteachers and school staff (2014);.*** This policy should also be read in conjunction with "Remote Working Information & Procedures (2020)"; "Remote Learning and Teaching Procedure (2020)" and P2.2 Safeguarding and Child Protection Policy (September 2021) which are available to parents and prospective parents on the School Website or by request to the School.

7. Countering bullying is an integral part of the School's safeguarding and disciplinary policies. Bullying conflicts sharply with the School's policy on equal opportunities, as well as with its social and moral principles.

Definitions

8. Bullying is the exertion of power of one person over another. It includes a wide range of physical (including sexual), verbal and psychological behaviour which may make another person feel embarrassed, offended, upset, devalued, degraded, afraid, frustrated, or angry. It is often motivated by prejudice, for example against race, religion, culture, sex, gender, homophobia, physical attributes, special educational needs or disability, or

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because a child is adopted or a carer. In our setting, it could also occur because of issues relating to musical attainment or to life in a predominantly boarding community. Bullying is often hidden and subtle but can also be overt and intimidating. Bullying can happen anywhere and at any time. Perpetrators and victims can be any age or gender.

9. In all cases, the perception of the person targeted is a key factor in ascertaining whether the behaviour constitutes bullying, regardless of the intention of the perpetrator.

10. Mental or psychological bullying is the act of using words and emotions to hurt someone. It has two types, verbal and emotional. Ways in which people bully others include:

- Imitating, insulting, tormenting, mocking or humiliating someone
- Swearing or shouting at someone or calling them names
- Using sarcasm, putting them down or belittling them
- Ignoring, isolating or excluding someone from meaningful events or activities
- Threatening someone or threatening to take something away from them (e.g. a possession or a friend)
- Spreading malicious rumours

11. So-called "banter" is not accepted as an excuse or justification for verbal bullying.

12. Bullying can also involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Being a bystander and doing nothing is an example of passive bullying.

13. The School does not allow any form of initiation ceremony (including hazing) and does not allow any pupil to inflict pain, anxiety or humiliation on any other pupil.

14. A pupil who witnesses, supports or is in any way associated with any form of bullying may be considered to be complicit. All members of the School community have a moral duty to report bullying to a member of staff.

15. Bullying is a form of peer-on-peer abuse and is a safeguarding issue, consequently the Designated Safeguarding Lead should be made aware of every case.

Cyberbullying

15. Mr Bill Belsey, the creator of the web site: **http://www.cyberbullying.org/** defined this unpleasant phenomenon in the following terms:

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> "Cyberbullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others."

16. Cyberbullying can involve Social Networking Sites, like Facebook, Instagram, Snapchat, YouTube, Twitter, etc. It can also involve use of emails and any internet-based electronic devices. Text messages sent from mobile phones would fall into the category of cyberbullying.

17. Cyberbullying can have a greater impact than non-digital based bullying due to the 24 hour a day access to digital resources. Negative behaviour disseminated via the internet can quickly be duplicated and spread further than the intended recipients ("going viral").

18. All forms of cyberbullying will be taken very seriously by the School. The **P2.6 E-Safety Policy for Pupils** gives details of the measures taken by the School to ensure online safety, including the definition of roles and responsibilities, guidance on the use of technology, technical provision, filtering and monitoring, training for staff, and information for parents.

Homophobic, Biphobic and Transphobic (HBT) Bullying

19. HBT bullying occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transexual people. The following may experience homophobic bullying:

   - Young people who are homosexual, bisexual or transgender.
   - Young people who are thought to be homosexual, bisexual or transgender.
   - Young people who are different in some way – they may not act like the other boys or girls.
   - Young people who have homosexual, bisexual or transgender friends, or family, or their parents/carers are homosexual, bisexual or transgender.
   - Teachers who may or may not be homosexual, bisexual or transgender.

20. HBT bullying can have a negative impact on young people:

   - Seven out of ten young homosexual people say homophobic bullying affects their work.

21. HBT bullying can be hard to identify because it may be going on in secret. Sometimes, pupils may not want to tell anyone about it in case teachers/staff or other adults assume they are homosexual, bisexual or transgender. The fact that young people are particularly reluctant to tell is a distinctive aspect of HBT bullying.

22. Generally, HBT bullying looks like other sorts of bullying, but in particular it can include:

- Verbal abuse – including spreading rumours that someone is LGBT+, using the term "gay" incorrectly and abusively when the comment is in fact a judgement about someone's perceived ability, attitude or mannerisms.
- Physical abuse – including hitting, punching, kicking, sexual assault and threatening behaviour.
- Cyberbullying – using on-line spaces to spread rumours about someone or exclude them. This can also include text messaging, including video and picture messaging.

23. Although there is no official definition, **sexual bullying** is a behaviour, physical or non-physical, where sexuality or gender is used as a weapon against another. Sexual bullying is any behaviour that degrades someone, singles someone out by the use of sexual language, gestures or violence, and victimises someone for their appearance. Sexual bullying can also include pressure to act promiscuously or to act in a way that makes others uncomfortable. The P2.2. Safeguarding and Child Protection Policy provides more information on Sexual Violence and Harassment under the heading of Peer-on-Peer abuse.

Language and Terminology

24. "Bullying", "victim", "perpetrator" and other associated words in this topic are all extremely emotive. Staff should take great care to avoid using such words until it is appropriate to do so. Pupils may, for example, benefit from being made aware that their conduct could be perceived as "bullying behaviour" before the child is labelled as a bully. Equally, some pupils may feel further weakened to be referred to as a "victim" and may resent being labelled as such. At every stage in dealing with bullying, staff should remember the impact of language and take care to use neutral, conciliatory terms when possible, without undermining the seriousness of incidents.

Signs of Bullying

25. Changes in behaviour may indicate that a person is being bullied. These include:-

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Physical isolation from friends and peer group
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Restricting food intake resulting in weight loss or over-eating
- Reduced ability/willingness to maintain a healthy level of personal hygiene
- Excuses for work not completed
- Books, bags, instruments and other belongings suddenly go missing, or are damaged

- Frequent absence, erratic attendance, late arrival to class
- Change to established habits (e.g. giving up extra-curricular activities, change to accent or vocabulary, change to appearance)
- Diminished levels of self-confidence
- Frequent visits to the School Nurse with minor ailments such as stomach pains or headaches, or other patterns of minor illnesses.
- Feeling unwell in the mornings, looking pale and less lively than usual
- Unexplained cuts and bruises
- Choosing the company of adults over peers
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiencing nightmares
- Talking of suicide or running away
- Self–harm

26. Although there may be other causes of some of the above symptoms, a repetition or a combination of these possible signs of bullying should be investigated by parents and teachers.

Measures to prevent Bullying

27. The School recognises that bullying can occur from staff to staff, from staff to pupil, from pupil to staff, from parents to staff, from staff to parents and from pupil to pupil. While all forms are considered unacceptable, this policy focuses on the last category. Bullying is related to abuse and an awareness of this must be maintained. This school community does not tolerate any unkind actions or remarks, even if they are not intended to hurt others. We expect everyone in the School community will respect our core value of being kind to each other.

28. All reasonable measures should be taken to ensure that, as far as possible, every pupil feels safe and happy at School and feels supported and protected at all times. Preventative measures include:

- Appropriate training in aspects of care is arranged to ensure that all staff have the necessary professional skills, especially an understanding of the principles of the School's Anti-Bullying Policy and their legal responsibilities

- Taking measures in each year group to promote our Anti-Bullying culture and to educate pupils about bullying, (including cyberbullying) and the Anti-Bullying Policy

- Taking allegations of bullying seriously, investigating all possible cases fully to establish facts Watching for behaviour that could turn into bullying

- Being alert for signs of bullying in less public environments (for example minibuses or cyberbullying)

- Discussing vulnerable pupils in appropriate meetings

- Providing anti-bullying advice in accessible places

- Training pupils to respond appropriately to bullying via PSHE lessons and assemblies

- Restricting or preventing access to social media sites

- Providing access to staff and other appropriate adults

- Providing contact details for appropriate bodies such as Childline

- Availability of the Pupil Handbook which deals with bullying and cyberbullying and offers advice and guidance

- Informing and teaching Pupils and staff that bullying will not be tolerated in the School.

- Making senior pupils aware of what is expected of them in setting a good example and being helpful to younger pupils and each other

- Providing Peer Mentors linked to the Houses to whom other pupils can speak if they are experiencing difficulties or have worries

- Informing and educating parents on the principles of the School's Anti-Bullying Policy (this policy) including cyberbullying

- Ensuring all members of the school community understand their responsibilities with regard to reporting any alleged bullying behaviour and are aware of their professional responsibilities as outlined in P2.3 Staff Code of Conduct

- Our strong and experienced pastoral team (Houseparents, Nurse, Counsellor, Independent Listener, Assistant Houseparents and Tutors) support the Director of Pastoral Care and are trained in handling any incidents as an immediate priority. They are alert to possible signs of bullying.

- Staff are required to attend routine regular staff training through safeguarding updates and via online training portals. The fortnightly Pastoral meeting is an

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opportunity to discuss policies and good practice and allows for the effectiveness of the approach to be evaluated. We also ensure that this policy is covered in the induction programme for new staff. All staff are advised of their legal responsibilities.

- Every year, bullying is discussed in tutor groups and is a topic addressed in Morning Meeting. Older pupils are expected to set a good example and to look out for and report any bullying which they suspect may be occurring.

- Our PSHE and RSE programme is structured to give pupils an awareness of their social and moral responsibilities and covers bullying (including cyberbullying, HBT bullying, and racial and sexual harassment) and equality and inclusion.

29. From time to time, the School or particular year groups are surveyed formally or informally on the subject of bullying in order to raise awareness and prompt any concerns.

30. Our trained School Counsellor provides an important service, offering specialist skills of assessment and counselling. She is available to give confidential advice and counselling support to pupils who can refer themselves to her when they have social, emotional or behavioural concerns. Pupils are encouraged to self-refer to the counsellor, but any member of staff may also make this referral on a pupil's behalf.

31. New Staff induction includes countering bullying, amongst other pastoral issues and all staff receive regular training and know how to act and to whom to report concerns.

32. The Health Centre and both boarding houses display advice on where and how pupils can seek help, including details of confidential help lines and web sites connecting to external specialists.

33. We reserve the right to investigate incidents that take place outside school hours, on school visits and trips that occur in the vicinity of the school involving our pupils.

34. We welcome feedback from parents and guardians on the effectiveness of our preventative measures. Information on the school's anti-bullying policy is provided to parents and guardians as part of the New Pupils' Pack, and this policy is available on the school's website.

35. Pupils are regularly encouraged to support each other in tutor groups and House meetings by reporting any instances of bullying, or if they believe that another pupil is at risk.

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36. Pupils are reminded in PSHE and Houses that they can report bullying anonymously if preferred.

37. Pupils are reminded in PSHE lessons that any pupil who deliberately causes unhappiness to others can expect to be dealt with firmly. All incidents will be recorded and reported to the Designated Safeguarding Lead and the Head will be made aware.

38. Staff or senior pupils may notice instances of bullying before even the victim is aware, and be able to deal with the situation before it becomes a problem. A member of staff who notices a problem, however trivial, should inform the Houseparent, who will in turn inform the Designated Safeguarding Lead.

39. All staff who have contact with a pupil who may be at risk of being bullied should be informed and should be vigilant to any negative behaviour towards that pupil (for a fuller outline of action to be taken, see below).

40. All staff are reminded that they should never dismiss any low-level incidents that may be perceived to be low-level or "one-off". It is only if such incidents are reported that the DSLcan build a comprehensive picture and ascertain whether the issue is indeed minor.

41. Further measures to counter cyberbullying and HBT bullying are listed in the sections below.

Measures to counter Cyberbullying

42. In addition to the preventative measures described above, The Yehudi Menuhin School:

- expects all pupils to adhere to its charter for the safe use of the internet. Certain sites/phrases and words are blocked by our Smoothwall system, and our DSL receives alerts when access has been attempted/ denied;
- may impose sanctions for the misuse, or attempted misuse of the internet;
- issues all pupils with their own personal school email address, which can be monitored if necessary;
- offers guidance on the safe use of social networking sites and cyberbullying in PSHCE lessons, which covers blocking and removing contacts from "buddy lists";
- offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe;
- does not allow the use of cameras on mobile phones in washing and changing areas, or other such areas.

43. The Education Act 2011 allows the Head to authorise that a digital device may be confiscated and examined if it is thought to contain offensive material. The guidance on viewing Youth Produced Sexual images in the P2.2 Safeguarding and Child Protection Policy should be considered if needed. The Head may request that a senior member of staff examine data and/or files, and the Head will decide if material should be deleted or retained. There is no need to have parental consent to do this.

44. If a digital device has, or is suspected to have, evidence relating to a criminal offence, then the device must be given to the Police as soon as is reasonably practical. Material must not be deleted from the device before it is given to the Police and must not be viewed by anyone other than the Head or the DSL as it may contain sensitive material regarding a pupil.

Measures to counter Homophobic, Biphobic and Transphobic Bullying (HBT)

45. Casual HBT language is common in some schools and, if it is not challenged, pupils may think that HBT bullying is acceptable. It is therefore important to challenge HBT language whenever it occurs.

46. At the Yehudi Menuhin School, we ensure that pupils know that HBT language will not be tolerated.

47. When an incident occurs, pupils will be informed that HBT language is offensive, and will not be tolerated.

48. If a pupil makes HBT remarks, a member of staff will talk to the pupil in detail about why their comments are unacceptable.

49. If the problem persists, the leadership team will be involved. The pupil will be made to understand the sanctions that will apply if they continue to use HBT language.

50. Parents/carers are likely to be invited to attend a meeting to discuss the attitudes of the pupil.

Actions

Responses to all types of Bullying

51. All allegations will be taken very seriously, as bulling can cause psychological damage and result in severe low esteem, eating disorders, self-harm or even suicide.

52. Prevention involves all staff in vigilance **and in setting a good example.** Reaction will be sensitive and serious, as staff intervention can improve a situation quickly and rarely makes it worse.

53. In many cases where it is felt that bullying has taken place, the action in the first instance might not be disciplinary. It may sometimes be the case that the perpetrator genuinely has not recognised the distress caused to the 'victim' by his/her behaviour. It may also be judged preferable to issue a warning before sanctions are applied. The School recognises that pupils accused of bullying may themselves require additional support. Pupils who bully others must be given suitable help and guidance.

54. The victim of bullying is encouraged to confide in any person he or she finds most approachable. It then becomes the duty of that person to take action, as appropriate. Often pupils will discuss bullying with their instrumental teacher. All staff (including instrumental teachers) are reminded that any instances of bullying disclosed to them or witnessed by them must be reported to the DSL or the Head. To witness bullying but fail to report it only helps that bullying to continue. It is the duty of all members of the School community to report any instances of bullying which they witness.

55. The victim will be reassured that although confidentiality might seem important, it is vital that the bully is stopped. Such reassurance is part of the support provided to victims. Fear that things will get worse with intervention can only be allayed by positive and confident action to protect the victim and divert the bully.

56. The DSL and Head will judge who else needs to know. Friends of the victim, older pupils and other members of boarding staff are often most valuable in protecting the bullied and in helping the bully to be aware of their behaviour. The victim should be consulted before others are notified, especially other pupils.

57. All cases of bullying are recorded in the House log books which are reviewed regularly by the Houseparent. Instances of bullying are also kept in a separate log by the Head. This enables patterns to be identified. As it is important to deal with bullying immediately, the School will take action within 24 hours of any case of bullying being reported.

58. A report of the incident must be logged on CPOMS under the category 'Bullying'.

59. Parents play an important role in the School's anti-bullying strategy and are involved at an early stage. Parents are urged to contact, in the first instance, the Housemaster or Housemistress if they have any concerns about their child, including whether or not they suspect that their child is being bullied or involved in bullying. In clear cases of bullying, a member of staff will contact the parents of **both** parties to inform them of what has happened, how the School has dealt with it, listen to their thoughts, and discuss the ways in which they can support their children and make repetition of the behaviour less likely.

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60. Where there is reasonable cause to believe that a pupil is suffering or is likely to suffer **significant harm**, a bullying incident must be treated as a safeguarding concern and reported as such to the DSL (or one of the deputies) who will follow the procedures detailed in the School's published P2.2 Safeguarding and Child Protection Policy. In very serious cases, and only after the Head has been involved, it may be necessary to make a report to the Police or to Social Services. However, it is the policy of the School 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.

61. We reserve the right to investigate incidents involving our pupils that take place outside school. Excellent communication and collaboration is key when issues arise while the pupil is in the home environment as it is more difficult for school staff to supervise and intervene.

62. Particular sensitivity must be applied to those for whom English is not their first language or who come from other cultures.

63. Written statements may be taken from any pupil involved in an incident. These may be used in discussions designed to elicit the facts, elucidate incidents and prevent them from recurring and to evaluate the effectiveness of the approach adopted or to enable patterns to be identified. Such notes would then be securely filed on CPOMS.

64. **Where appropriate,** incidents witnessed by staff may be dealt with by a reprimand. These incidents should nevertheless be reported to the Houseparent and recorded. Should more than one incident occur involving the same pupils, the Houseparent should discuss the matter with the DSL. An investigation and a meeting of those involved will follow. The DSL must be kept informed at all stages.

65. **Urgent** incidents must be reported to the Housemistress/master immediately. Confidentiality of a reporting pupil may need to be respected. The Designated Safeguarding Lead must be informed and action decided upon. A School Counsellor or other member of staff may become involved. The incident must be recorded.

66. All records will be kept by the School in accordance with our P90.5 Data Protection & Retention Policy and our P2.2 Safeguarding and Child Protection Policy.

67. As with all safeguarding matters, it is the responsibility of the DSL to keep the Head informed.

Sanctions

68. Sanctions for bullying include the removal of privileges, temporary exclusion (suspension) and ultimately permanent exclusion (expulsion). In all cases parents are brought into the

discussions once facts or details are obtained. For further details please refer to P3 Behaviour Management Policy.

69. The sanction log is kept updated by boarding staff and may be also accessed by the DSL, DDSL and the Head.

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Appendix 1 - References and suggested wider reading:

Legal Framework

- Education and Inspections Act 2006
- Human Rights Act 1998
- The Education (Independent School Standards)(England) Regulations 2003 as
- subsequently amended (SI2003/1910)
- Special Education Needs and Disability Act 2001
- The Equality Act 2010

General Guidance:

Department of Education Preventing and Tackling Bullying - Advice for School Leaders, staff and Governing Bodies – July 2017
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

"**Bullying**": An ISC Child Health and Wellbeing Working Party Guidance - Update Five **(Source of anti-bullying support for school communities)**
http://www.antibullying.net/adultsinschools.htm

Where You are NOT Alone - http://www.bullying.org/

Guidance on Homophobic Bullying
The full guidance can be downloaded online at www.teachernet.gov.uk/publications (REF No - DCSF-00668-2007)

Keeping Children Safe in Education, September 2021
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Technological:

Cyberbullying - A briefing note on the ISBA website by Farrer & Co

Cyberbullying website - http://www.cyberbullying.org/

Cyberbullying – supporting school staff
http://www.digizen.org/downloads/cyberbullying_teachers.pdf

Child Exploitation Online
http://ceop.police.uk/

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http://www.digizen.org/downloads/cyberbullying_teachers.pdf

Boarding Schools:

BSA Website - http://www.boarding.org.uk/

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