

Ewell Castle Senior School

Policy towards Bullying Behaviour



1. Introduction

1.1 We are proud at Ewell Castle of the time and effort we invest in the pastoral care of our pupils. The size of classes and indeed of the whole School are factors that enable us to focus on individual needs.

1.2 Our aim is to enable every pupil to realise his full potential, whether in the classroom or in any other aspect of School life. Our systems of rewards and policy of encouragement are all aimed at establishing a sense of worth and self-esteem. Equally, the standards of behaviour set foster a community spirit and a sense of good will towards other pupils. As part of our attention to pupil behaviour, we feel that it is important that everyone involved in the School is aware of the School's particular policy towards bullying.

2. The Nature of Bullying

2.1 Regrettably bullying type behaviour exists in all schools, and indeed in many other walks of life including the workplace. This behaviour is however totally unacceptable. The manner in which such incidents are addressed and the measures taken to prevent bullying determine the success of a policy and these aspects are outlined in this document.

2.2 Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can involve physical or verbal attacks, name-calling, malicious gossip, malicious text messages/emails/comments on social websites (cyber-bullying), photographs, comments on social websites, damaging, interfering with or stealing the property of the victim or coercing the victim into acts that they do not wish to do. Bullying may involve reference to race, religion, gender, disability and sexual orientation.

2.3 Possible signs of bullying are:

- Poor performance (relative)
- Recurring illness / injuries
- Frequent absence
- Lowered self-esteem
- Lack of confidence
- Other signs of physical or emotional distress
- Lateness for lessons
- Isolation
- Damage to clothing

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- 2.4 Where and when is bullying occurring?
- On the journey to and from school
 - At break times
 - In the corridors
 - At the beginning and end of lessons
 - In the changing rooms
- 2.5 Bullies come from all types of home backgrounds and from all races and cultures. Many children unwittingly support bullies and unconsciously foster a sense of fear and intimidation by not opposing or reporting their actions.
- 2.6 Bullying of any form is serious and can cause psychological damage that could even lead to suicidal tendencies.
- 2.7 Victims are rarely typecast and fate often plays a part in how the bullying begins. Both bully and victim may share feelings of not being in control of their environment and bullying may be an attempt to cope with these feelings.
- 2.8 The silence and secrecy created by such behaviour hinders any resolution of the situation. Parents are often reluctant to accept that their child is involved in bullying and parents of victims are often not aware of the suffering being experienced. Regrettably some people even view bullying as an inevitable part of growing up.
- 2.9 None of us are prepared to see any child robbed of the opportunity to enjoy a happy and well-balanced childhood. We are determined to eradicate bullying and are keen to outline our policy towards incidents of bullying and of our preventative measures.
- 2.10 All Heads of Year, Housemasters and some other members of staff will be identified to deal with instances of bullying behaviour using the process below. Records are kept of all such instances.
- 2.11 We seek to engender a community response amongst all parents, pupils and staff through our policy and to create an environment in which bullying has no place and is regarded as anti-social.

3.0 Our Approach to bullying behaviour

3.1 The approach adopted when a situation is identified is as follows:

- 3.1.1 To take an account from the victim, concentrating on the effects to the victim and to identify people involved. The particular circumstances are less significant;
- 3.1.2 To meet with those involved, with or without the victim, which includes the bullies, onlookers and friends of the victim.
- 3.1.3 To explain the problem, the feeling experienced and the distress caused in a simple and clear way;

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- 3.1.4 To encourage suggestions of ways in which the victim could be supported, to make him feel happier, and to assign responsibilities where appropriate;
- 3.1.5 To pass responsibility for resolving the situation to all concerned – no blame is attached to any individual;
- 3.1.6 To meet after about a week with the victim and the group to measure progress;
- 3.1.7 To take appropriate further action if necessary – further cycle of interviews with pupils and the parents of those immediately concerned, i.e. victim and bully. This might include disciplinary action if required.

3.2 The philosophy behind the policy is based upon:

- 3.2.1 The victim, his feelings and well-being are paramount;
- 3.2.2 None of our pupils are incapable of understanding the distress caused once they are made aware of it;
- 3.2.3 None of our pupils are incapable of kind and sympathetic behaviour;
- 3.2.4 We wish to foster good behaviour and we are unlikely to achieve this by increasing the anxiety and sense of alienation of the bully.

4.0 Responsibilities

4.1 Pupils

- 4.1.1 Appreciation of what is meant by bullying;
- 4.1.2 Display disapproval of such behaviour, never condone it;
- 4.1.3 Support sufferers.
- 4.1.4 Report instances of bullying to your form teacher/Head of Year/Head of School or any teacher with whom you can communicate.
- 4.1.5 Trust in staff & parents to help and support the victim and the bully.

4.2 Prefects & Senior pupils

- 4.2.1 Attuned to the possibility of bullying in areas of school life.
- 4.2.2 Role models.
- 4.2.3 Intervene & report instances, with names of witnesses, to any member of staff.

4.3 Parents

- 4.3.1 Awareness of the policy.
- 4.3.2 Support & communication with School.

4.4 All staff

- 4.4.1 Awareness of the policy adopted and procedures to be followed.
- 4.4.2 Ensure that clearly defined 'ground rules' apply to your teaching area.
- 4.4.3 Attuned to the possibility of bullying in all areas of school life.
- 4.4.4 Sensitivity to the reasons for apparent emotional or physical distress.
- 4.4.5 Promote anti-bullying strategies.
- 4.4.6 Identify examples of bullying, take appropriate and immediate action;
- 4.4.7 Arrest situation;
- 4.4.8 See to the well being of the victim;
- 4.4.9 Report to HoY otherwise to Head of School with names of witnesses, as soon as possible;

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- 4.4.10 In extreme cases remove bully/bullies immediately to HoY or Head of School;
- 4.4.11 Instances of serious physical assault to the Deputy Head/Head of School immediately;

4.5 Heads of Year

- 4.5.1 Promote anti-bullying strategies through/in liaison with PSHCE staff, HoDs;
- 4.5.2 Oversee implementation of policy.
- 4.5.3 Liaise with other HoY & Head of School as appropriate.
- 4.5.4 Raising awareness through Assemblies and Tutor programme.

4.6 Heads of Department

Promote anti-bullying strategies through implementation of the Curriculum response.

4.7 Bullying 'Counsellors'

- 4.7.1 Implementation of the *No Blame Approach* policy;
- 4.7.2 Liaise with other HoY & Head of School as appropriate;
- 4.7.3 Communicate with Form Staff /Tutor & Parents as appropriate;
- 4.7.4 Advise/involve Head of School as deemed appropriate;
- 4.7.5 Produce final 'account' for files & Head of School;

4.8 Head of School

- 4.8.1 Oversee implementation of policy, in particular with regard to locations of instances of bullying ;
- 4.8.2 Training and support HoY and counsellors;
- 4.8.3 Oversee parental awareness/involvement;
- 4.8.4 Advise Principal & Governing body as deemed appropriate;
- 4.8.5 Coordinate with the HoDs regarding the Curriculum response;
- 4.8.6 Devise appropriate INSET with HoY & HoDs;
- 4.8.7 Publicity/promotion of the Policy;
- 4.8.8 Contact with Social Services as appropriate;
- 4.8.9 Maintain records and evaluate procedures

5 Record Keeping & Monitoring, Evaluation of preventative measures

- 5.1 The HoS maintains records of instances of bullying and racial abuse – victims and perpetrators
- 5.2 The HoS organises regular surveys of pupils and parents in respect of the above behaviours to assess the effectiveness of procedures.

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Ewell Castle acknowledges the assistance provided by guidance and regulatory documents prepared by ISBA (Independent Schools' Bursars Association), the Independent Schools Inspectorate (ISI) and the Department for Education (DfE) (Preventing and Tackling Bullying Advice for School Leaders, Staff and Governing Bodies – 2011).