



Anti-Bullying: Statement, Policy and Procedure

This document applies to all parts of The Pilgrims' School,
including parents and pupils in the Early Years Foundation Stage

Drafted by: The Deputy Head (Pastoral)
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Anti-Bullying Policy: Statement, Policy and Procedure

This policy is written with reference to the following non-statutory advice:

Preventing and Tackling Bullying (July 2017)

The Pilgrims' School aims to be a caring community where individual and collective responsibilities are paramount, where boys and staff are treated equitably regardless of race, ethnic origin, nationality, gender, disability, age, religion, sexual orientation, marital/parental status, political belief and social/economic group. These are referred to as 'protected characteristics'. As such The Pilgrims' School adopts a 'zero-tolerance' of bullying and moreover, puts in place education and systems that will spot early signs and as part of early help, prevent issues from escalating.

The Pilgrims' School also recognises that bullying in all its forms takes place within all schools, and that it can be found within households, associations and the wider community. As far as possible, the school through its pastoral care system of Tutors and Staff, and through its programme of Personal, Social and Health education (PSHEe), seeks to heighten awareness of this problem and its causes, and through appropriate training, policies and procedures aims to eradicate it from the School.

Definition of Bullying

Bullying may be defined as the intentional hurting, harming or humiliating of another person. It can take the form of racial, religious, cultural, sexual, sexist, homophobic, SEN or disability related bullying. It could involve physical (including sexual) intimidation, verbal, cyber (including chat room, email, e-photos and SMS messages), and emotional means (by excluding, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is often hidden and subtle. It can also be overt and intimidatory.

Bullying may involve actions or comments that are racist, homophobic, which focus on disabilities, gender, Special Educational Needs or other physical attributes (such as hair colour or body shape). Bullying can happen anywhere and at any time. It can cause serious and lasting psychological damage and even suicide. Harassment and threatening behaviour are criminal offences. We always treat it very seriously. It conflicts sharply with school policy on equal opportunities, as well as with its social and moral principles.

It is not bullying, for example, when:

- Two people have the occasional dispute
- Staff administer accepted sanctions, fairly, openly and appropriately

To help define what is and what isn't bullying for all pupils, staff, and parents, we use to follow to assess and explain any and all incidents. It helps pen a dialogue about what has happened and is happening and gives all the opportunity to reflect on what maybe occurring whilst being open

mindful and supportive to all parties. It is rare that a bully is not in some way demonstrating behaviour for some reason.

Stage 1: Thoughtlessness

Stage 2: Unkindness

Stage 3: Meanness

Stage 4: Bullying

There is a time element to each one of the four stages that if unaddressed would make the situation be considered bullying.

Bullying can occur between:

- Staff and staff
- Staff and boy
- Boy and boy (this is often referred to as child-on-child abuse and can happen online)

Signs of Bullying

Changes in behaviour that may indicate that a pupil is being bullied include:

- 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)

The School Policy

General aim of the school

The aim of the school is to ensure that everyone feels responsible for combating the root causes of bullying and understands that it is unacceptable in all forms. The school operates a visible and proactive approach towards the prevention of bullying with a number of initiatives used to this effect. Victims are protected and supported and those engaged in bullying, are encouraged to change their attitudes and beliefs about bullying, as well as their actual behaviour. In addition to acting against incidents which occur within the school, the school reserves the right to take action against bullying perpetrated outside the school which spills over into the school.

What do the staff and boys do to prevent bullying?

All members of staff are active in supporting and promoting the school's Anti-Bullying Policy, as stated above. The standard of behaviour and the school rules are reinforced constantly during school assemblies, during form tutor times and during PSHE lessons. This specifically involves discussing how we should live together and consideration for each other's well-being. Every

member of staff reinforces the idea that speaking up early will help to prevent any bullying before it occurs. Furthermore, the School Supervision Policy makes clear that effective supervision involves reducing the risk of bullying by being aware of the times and places where it is most likely.

A reward system of set points encourages good social behaviour and kindness to others. For those who demonstrate a consistent and/or outstanding level of good behaviour a Head's show up may be awarded – this is worth two standard show ups. The Head will present the recipient of his show up with a certificate in assembly and this individual's contribution will be recognized in front of the whole school. In the Pre-Prep the boys are rewarded with 'step ups' within class and Shell Awards are awarded by the Head of Pre-Prep in Assembly.

Parental involvement is encouraged through weekly publications of **The Pilgrims' Way**, a website-based newsletter aimed at giving parents an insight into what goes on after they have dropped their sons off at school, and information about activities and events taking place. More formal parental involvement is fostered through the system of regular **parents' meetings** with teachers and open access is encouraged between parents and their son's teacher or tutor. It is hoped that through a strong link between staff, boys and parents any behaviour that could lead to bullying will be quickly discouraged and acted upon. The aim of the school is to have 'open conversations' embedded throughout a pupil's attendance at Pilgrims'. Identifying and tackling all forms of behaviour rely on the approach being relationally, clear, reflective and supportive.

A strong sense of community is vital if bullying is to be prevented. **An uncle and nephew system** exists between boys in Year 8 and new boys in Year 3 and 4. The Year 2 and 3 boys become **cousins** within our buddy system, during the Summer Term as part of our transition between the Pre-Prep and the Junior departments. This helps to promote positive relationships across the age groups at Pilgrims'. The Year 8 boys enjoy the responsibility of keeping an eye on the new boys around the school and imparting various tips learnt over many years at the school. The Year 3 boys are given the opportunity to get to know an older boy so that the older boys are perceived as less formidable by the younger ones and they have some peer support during their early weeks at Pilgrims' and hopefully beyond. Helping to break down the barriers of age brings the school closer together and is another device to prevent any form of bullying.

If we expect high standards of behaviour from the boys it is vital that they feel involved and valued in the running of their school. Therefore, a **suggestions box** exists in the boys' hall into which boys may drop concerns, ideas and observations. Each suggestion is given to the appropriate member of staff who then takes up the matter orally or more formally. Boys are also encouraged to contribute in many of the schools councils.

Our policy for **break times** has also helped to prevent potential incidents which may lead to bullying. Pre-Prep boys have access to a wide variety of activities in the Pre-Prep playground. Whilst boys in the Prep School are encouraged to be outside, there is provision for boys to go to the school library to read or talk with friends. This allows them to remove themselves from potentially distressing

situations which can potentially lead on to more serious behaviour. Boys are always encouraged to discuss any problems they may be having with someone they trust.

Staff and pupil awareness of bullying is regularly raised not only by the termly sessions in tutor time, but also by the annual visit of an outside speaker who addresses not only bullying, but cyberbullying, too. In addition, the PSHEe curriculum involves discussion of differences between people and the avoidance of using prejudice-based language.

The School Procedures

The school does however recognize that bullying, in whatever form, can exist at Pilgrims' and therefore what follows below outlines how it is addressed and dealt with.

Initial action and procedural advice:

1. For both school staff and parents

All should watch for early signs of distress in pupils. Work may deteriorate, the pupil may wish to remain with adults, he may be frequently ill with low-grade complaints or have erratic attendance at school, or he may appear isolated from his peers. Whilst this behaviour may be symptomatic of other problems, it is also a sign of considerable bullying. There are also the obvious signs such as bruising or marking of the skin, torn/missing clothes, "lost" books/pens/prep.

2. For Parents

If you have a belief that your son is being bullied, you should immediately contact his form tutor or the deputy headmaster.

3. For Staff

If an incident is minor, or apparently a one-off, the member of staff should deal with the case accordingly, always remembering to inform the both boys' tutors.

If, however, it becomes clear that the incident is part of a pattern, and the member of staff suspects bullying, he refers the matter to the pupil's Form Tutor and informs the Deputy Head or the Pastoral Coordinator for the Juniors. It will then be decided who will investigate the situation. The Housemaster may also take the lead, if the behaviour is particular to boarding.

Similarly, if a pupil speaks to a member of staff and describes an ongoing problem, the member of staff will listen carefully and record what is said at the time. Again, this will be referred to the Deputy Head or the Pastoral Coordinator for the Juniors. Again, it will then be decided who will investigate the situation. The Housemaster may also take the lead, if the behaviour is particular to boarding.

Whoever then investigates:

1. Talks in order to find out what, and who, was involved – and records it.

2. Meets with any pupils who were involved, including onlookers and informs tutors of those being spoken to – and records it.
3. Explains the victim's feelings and the problem to boy accused of bullying.
4. Ask for suggestions as to how the victim can be helped to feel happier. The individual (or group) is encouraged to try out ideas to help the situation. What is important is to encourage the culprit(s) to carry out some corrective action to improve relationships.
5. Look for a reason for the bullying behaviour. We have a responsibility to the bully as well as the victim.
6. It may well be that the incidents in question were a misunderstanding, or an act of retaliation involving to a previous incident perpetrated by the victim – or just be a falling-out of those who are normally friends. If, however, there appears evidence of bullying then the **following formal procedure applies:**
7. The Deputy Headmaster, Housemaster, the Pastoral Coordinator for the Juniors or the Head of Pre-Prep will inform the victim's parents and outline the steps that are being taken to improve the situation.
8. Within the week the tutor involved will talk to both the victim and the bully(ies) to see how things are progressing. It is important to note there will be support for both victim and bully.
9. If the situation has not improved, the Deputy Headmaster will see the Head to discuss the way forward. This will probably involve a further meeting with the bully(ies) and contact with the bullies' parents to arrange a meeting between the parents, the bullies and the Head to explain that if the bullying continues, it may be necessary to suspend the pupil(s) from school, and ultimately, to expel him/them. The parents of the bullied boy(s) will be informed of what has been happening.
10. The tutor should check from time to time after the matter has been resolved that everything remains peaceful, and encourage the victim to report if there are any further incidents of bullying.
11. All that has happened above will be recorded, in the discipline file in Staff Resources and on the Bullying Log on CPOMS in order to evaluate the effectiveness of the approach adopted and to enable patterns to be identified.

In addition

- The parents/guardians of the pupils involved may be informed in writing.
- The parents/guardians of the pupils may be invited to the school to discuss the problems.
- Sanctions, such as exclusion, may be necessary in cases of severe and persistent bullying.
- Sanctions will be imposed as appropriate to the individual case. Unpleasantness within the same 12 months may be considered *bullying* and *continuous* – a gap of weeks or even months does not necessarily preclude serious action, including suspension and expulsion. Sanctions will reflect the seriousness of any incident(s) and will convey a deterrent effect.
- The bully and victim may be invited to take part in face to face discussion. This should not happen unless the victim is happy for the meeting to go ahead.

Bullying and Safeguarding

A bullying incident will always be treated as a child protection concern when there is a **‘reasonable cause to suspect that a child is suffering or likely to suffer significant harm’**. In this case external agencies, such as police/children’s care/children’s services would be informed.

Advice to Pupils

The following points are important parts of a whole school policy and all pupils should be aware of them. They can be used in Form Tutor periods, PSHE lessons and indeed be included in assemblies and other appropriate educational situations.

- When someone is being bullied or is in distress, take action. Watching and doing nothing always suggests support for the bullying.
- One form of action is giving comfort – make the person know that you are aware that they are being hurt and that you will help.
- The second form of action is telling the bully to stop – and telling them why
- The third form of action is to move the problem on – to a teacher, a friend, a parent: telling is helping.

What do I say if someone criticizes me for reporting a bully?

“I am telling because the boy/s who are doing this need help to change their behaviour so that we can improve our community. I am not trying to get anyone into trouble” Remember, telling is helping, doing nothing is condoning. Understanding a bystanders role is key to this and school encourage pupils to be upstanders rather than bystanders with all behaviour. Our pupils as important as staff and parents in tackling bullying.

<p>We do not condone bullying and will always support the bullied.</p>

Do You Need Help?

We hope that you enjoy your time at school, but at some time or other there may be something that causes you to be unhappy or to see unhappiness in another. It is important to put things right as quickly as possible. You should always tell someone if something is wrong.

Perhaps:

- Someone is hurting you or another, by what they say or do. It could be a grown up or a boy
- You cannot make or keep friends
- You feel unwell or homesick
- You are worried by what is expected of you - including your work

There are lots of people to whom you can talk:

- Another boy whom you trust
- Your tutor
- A member of staff with whom you get on well
- A matron
- The Headmaster
- Your Housemaster

If you want to talk to a person outside the school, then perhaps:

- Your Parents
- Childline: 0800 1111
- The Pilgrims' Independent Person – Iona Gunner 01420 360150

If you feel unable to talk you can always write a note.

No boy should be unhappy. Almost all problems can be solved by sharing them and by bringing them into the open. There is always someone who will listen and help.

Bullying – you can stop it happening

How?

What might you see or hear?

- Boys using words or names to hurt another
- Boys stopping others from playing
- Boys hurting another physically
- Boys spreading rumours about another

Why should you stop this?

- Because you want no boy to be hurt
- Because stopping bullying makes the school better for everyone.
- Because you know bullying is wrong
- Because you would not want it to happen to you

What can you do?

- Comfort the boy being hurt
- Tell the offender to stop
- Say something to another boy or adult you trust
- Use the Suggestions Box

See Something - Say Something - Stop Something



Appendix 1

With reference to *Cyberbullying: advice for headteachers and school staff (2014)*

CYBER BULLYING – The Pilgrims’ School Policy

Whilst the Pilgrims’ School embraces the advantages of modern technology in terms of the educational benefits it brings, the school is mindful of the potential for bullying to occur.

Central to the school’s counter bullying policy is the belief that, ‘all pupils have a right not to be bullied’ and that ‘bullying is always unacceptable’. The school also recognises that it must, ‘take note of bullying perpetrated outside school which spills over into the school’.

As a result of the pace of change in telecommunications, the school has produced a policy specifically to address cyber bullying.

Definition

By cyber bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones
- Use of mobile phone cameras to cause distress, fear or humiliation,
- Posting threatening, abusive, defamatory or humiliating material on web sites, to include blogs, personal websites and social networking sites.
- Hijacking e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in chat rooms

Legal issues

Cyber bullying is generally criminal in character. The law applies to cyberspace.

It is unlawful to disseminate defamatory information in any media including internet sites.

Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character.

Cyber bullying can also be a criminal offence under these laws:

- The Malicious Communications Act 1988
- The Public Order Act 1986
- The Defamation Acts of 1952 and 1996
- The Protection from Harassment Act 1997

School commitments

The school educates its pupils both in the proper use of telecommunications and about serious consequences of cyber bullying through PSHE and in ICT lessons and will continue to inform and

educate its pupil body in these fast changing areas. It also works to build resilience in its pupils to protect themselves and their peers through education and information.

The school trains its staff to be alert to online safety and to respond effectively to reports of cyber bullying or harassment and has systems in place to respond to it.

The school endeavours to block access to inappropriate web sites and uses firewalls, anti-virus protection and filtering systems in order to alert the school to safeguarding issues.

The school audits, where appropriate, ICT communications for which it is responsible.

The school informs parents of its policy on procedures and offers advice about the use of computers by pupils at home.

School statement

Whilst education and guidance remain at the heart of what we do, the school reserves the right to take action against those who take part in cyber bullying.

All bullying is damaging but cyber bullying and harassment can be invasive of privacy at all times.

These acts may also be criminal acts.

The school supports victims and, when necessary, will work with the Police to detect those involved in criminal acts

The school will use, as appropriate, the full range of sanctions to correct, punish or remove pupils who bully fellow pupils or harass staff in this way, either in or out of school.

The school will use its power of confiscation where necessary to prevent pupils from committing crimes or misusing equipment.

All members of the school community are aware they must bring to the attention of senior staff any example of cyber bullying or harassment that they know about or suspect.

Advice to staff

If you suspect or are told about a cyber-bullying incident, follow the protocol outlined below:

Mobile phones:

- Ask the pupil to show you the mobile phone
- Note clearly everything shown to you on the screen relating to an inappropriate text message, to include the date, time and names
- Make a transcript of a spoken message, again record date, times and names
- Tell the pupil to save the message
- Go with the pupil and find the Housemaster or Deputy Headmaster
- Inform the Deputy Head as a matter of course

Computers:

- Ask the pupil to get up on-screen the material in question
- Ask the pupil to save the material
- Go to the Head of IT Resources' office with the pupil and show the Head of IT resources the material
- Inform the Deputy Head as a matter of course
- The normal procedure is to interview the pupil and to take a statement which will then be followed up. The Headmaster will be informed, particularly if a child protection issue is presented.

Advice to pupils

If you believe you or someone else is the victim of cyber bullying, you must speak to an adult as soon as possible. This person could be a parent, your Tutor, your Housemaster, The Deputy Headmaster, or the Headmaster.

Do not answer abusive messages but log and report them.

Do not delete anything until it has been shown to your Housemaster, the Head of IT resources or the Deputy Head (even if it is upsetting; the material is important evidence which may need to be used later as proof of cyber bullying).

Do not give out personal IT details.

Never reply to abusive e-mails.

Never reply to someone you do not know.

Advice to parents

It is vital that parents and the school work together to ensure that all pupils are aware of the serious consequences of getting involved in anything that might be seen to be cyber bullying.

Parents can help by making sure their child understands the school statement, and, above all, how seriously the school takes incidents of cyber bullying.

Parents may also explain to their son's or daughter's legal issues relating to cyber bullying.

If parents believe their child is the victim of cyber bullying, they should save the offending material (if need be by saving an offensive text or email to their child). They should then contact the Deputy Headmaster so that a meeting can then be arranged.

As stated in the Main Anti Bullying Policy, the school reserves the right to take action against bullying perpetrated outside the school which spills over into the school.

E-safety at home

Several sites offer helpful advice to parents, particularly with respect to how they can best monitor their child's use of the computer at home. Important and useful information can be found on the following sites:

<http://www.parentscentre.gov.uk/usingcomputersandtheinternet/familycode/>

<http://www.childnet.com/kia>

www.digizen.org

ICT Code of Conduct

This is displayed prominently in ICT classrooms and the **Code of Conduct** is explained and discussed with pupils in tutorials, PSHE classes and IT classes.

Information sharing

The school recognises the fundamental importance of information sharing in protecting children from harm and promoting children's wellbeing.

The importance of information sharing between agencies is highlighted in a number of serious case reviews which demonstrate that where information is not shared, concerning patterns of behaviour are often missed and children often do not receive the support they need see link.

The school shares information in accordance with the **Data Protection Act 1998**, the guidance set out in Chapter One of **Working Together to Safeguard Children (March 2015)** and in **Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers**