SEDBERGH INTERNATIONAL SUMMER SCHOOL

Counter-Bullying Policy

Version	2023.1
Effective from	April 2023
Extent of Policy	Sedbergh International Summer School
Policy Owner	Nicky Millington
Review by	March 2024
Frequency of Audit	Annual
Circulation	All Employees Parents (by request)
Publication	Website

Principles

- The staff and pupils of Sedbergh International Summer School ("the Summer School") agree that **we will not tolerate any form of bullying**, either direct or though the use of electronic media.
- Everyone who is part of the Summer School community has a responsibility for one another.
- Pupils who are aware of bullying taking place but who choose not to report it, will be considered as associates of the bully.
- Our priority is to prevent bullying, rather than just punish it. It should be recognised, however, that bullying is a major offence and may be punished by suspension or, ultimately, expulsion.

1. Definition of bullying

Bullying is behaviour that is repeated over time and intentionally hurts another pupil or group, physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and/or disability, or because a child is adopted, looked after or is a carer - it may occur directly or through cyber-technology (social websites, mobile 'phones, text messages, photographs and email).

Bullying was once used to refer only to physical violence by one person towards another. The widely accepted definition has now been extended to include the following: -

- **Physical**: - being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to e.g. sexual harassment/violence.

- **Indirect**: - having nasty stories/rumours told about them; being left out or excluded by other people; writing graffiti about another person.

- **Verbal**: - name-calling, sarcasm, including making lewd comments, making sexual remarks about clothes and appearance; sexual "jokes" or taunting;

- **Emotional**: - excluding other people, particularly from groups, tormenting, ridicule, humiliation, taunting.

- **Cyber-Bullying**: - any of the above sent via mobile phones (text messages, calls) and computers (e-mails, websites, chat rooms) is referred to in the Safeguarding Policy. Electronic/cyber-bullying is now recognised as a major problem nationally and as such is further addressed in Appendices B & C.

2. Identifying incidents of bullying

At the start of the summer course and at other times throughout, pupils and staff are made aware of how to identify incidents of bullying and how to report it. Particular attention is given to bullying and especially cyber-bullying and will be referenced in assemblies and staff/pupil meetings.

- All staff will undergo 'refresher' training every year on aspects of bullying, cyber-bullying and how to respond.
- All staff must be aware of the problem and fully understand that bullying can take place anywhere.

3. Recording incidents of bullying

a) An initial communication reporting the incident should be sent to the Course Directors and Designated Safeguarding Lead (DSL) who will log the detail onto the ISS database.

b) All subsequent follow-up discussions will be linked to these entries.

4. Investigation and action

a) The Directors will then discuss the accusations and investigate appropriately.

b) They will ensure that the victim(s) is and feels safe and will listen and speak to all children involved about the incident separately.

c) Appropriate action will be taken to end the bullying behaviour or threats of bullying.

d) Action could include educational responses as well as disciplinary action. Any disciplinary action will be applied fairly, consistently and reasonably, taking into account any special educational needs or disabilities and the needs of vulnerable pupils.

e) Staff will reinforce to the alleged bully that their behaviour is unacceptable and if possible, the pupils will be reconciled.

f) An attempt will be made, and support given, to help the alleged bully (bullies) understand and change his/her/their behaviour as well as making sure that pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. It will be important to try to discover what the triggers are for bullying, i.e. is something going on in the child's life which is giving rise to poor behaviour towards others?

g) In serious cases of bullying, the Directors will use the child protection/ safeguarding referral framework (see child protection/safeguarding appendix) to assess if the incident is a child protection/safeguarding issue. In such cases, Children's Services or police may be consulted.

h) Parents of pupils who are either victims or perpetrators of bullying will be fully informed of events and involved in the ongoing support of their children.

5. Review of Bullying incidents and the effectiveness of the Counter-Bullying Policy

a) The Directors will meet when required to:

i) review all individual cases of bullying
ii) analyse reported cases to identify trends and patterns of behaviour
iii) evaluate the effectiveness of the approaches adopted to deal with bullying behaviour

b) The minutes of these meetings will be shared with the COO.

Appendix A

BULLYING - ADVICE TO PUPILS:

The Definition:

Bullying is behaviour that is repeated over time and intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer – it may occur directly or through cyber-technology (social websites, mobile 'phones, text messages, photographs and email); Bullying was once used to refer only to physical violence by one person towards another. The widely accepted definition has now been extended to include the following:

Bullying includes (but is not limited to) the following:

1. **Physical**: being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to e.g. sexual harassment/violence, including making lewd comments, making sexual remarks about clothes and appearance; sexual "jokes" or taunting;

2. **Emotional: tends to be more verbal.** Having nasty stories/rumours told about them; excluding other people, particularly from groups, tormenting, ridicule, humiliation, taunting; name-calling; sarcasm; writing graffiti about another person.

3. **Cyber-bullying**: any of the above sent via mobile 'phones (text messages, calls) and computers (e-mails, websites, chat rooms); sexting

Your action

When someone else is being bullied or is in distress, report it! Watching and doing nothing associates you with the bully. This is especially the case in cases of cyber-bullying. Even if you are a bystander, or if you belong to an on-line group such as snapchat or WhatsApp, YOU also become a bully.

- At best, tell the bully s/he is 'out of order'.
- At the very least, walk away to express your disapproval of bullying and then tell the Course Directors or another member of staff.
- Do not tolerate a bully in your circle of friends
- Bullying is more likely to exist if you remain silent.
- Always treat others as you would like to be treated yourself. Remember that

calling someone names, or incessant teasing, *is* bullying. Do not become a bully yourself.

School action

- **The Course Directors, staff and pupils of Sedbergh School agree that we will not tolerate any form of bullying.**
- **Everyone who is part of the Sedbergh International Summer School community has a responsibility for one another.**
- **Pupils who are aware of bullying taking place but who choose not to report it, will be considered as associates of the bully.**

The Summer School will use a range of educational elements such as its whole-course assemblies and House meetings to discuss the differences between people and the importance of avoiding prejudiced based language. However, Bullying is a major offence and will be dealt with firmly. In a case where bullying has occurred, the Summer School's action will be:

a) The Course Directors/ Designated Safeguarding Lead (DSL) will discuss the accusations and investigate appropriately.
b) They will ensure that the victim(s) is and feels safe and will listen and speak to all children involved about the incident separately. A victim should never be given the impression that they are creating a problem especially by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
c) Appropriate action will be taken to end the bullying behaviour or threats of bullying.
d) Action could include educational responses as well as disciplinary action. Any disciplinary action will be applied fairly, consistently and reasonably, taking into account any special educational needs or disabilities and the needs of vulnerable pupils.
e) Staff will reinforce to the bully that their behaviour is unacceptable and if possible, the pupils will be reconciled.
f) An attempt will be made, and support given, to help the bully (bullies) understand and change his/her/their behaviour as well as making sure that pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.
g) In serious cases of bullying, the Course Directors and DSL will use the safeguarding referral framework (see safeguarding appendix) to assess if the incident is a safeguarding issue. In such cases, Social Services or police may be consulted (see Child Protection & Safeguarding Policy).

Appendix B

COMBATING CYBER-BULLYING

Electronic/cyber-bullying is now recognised as a major problem nationally and as such deserves its own section in our Counter-Bullying Policy. It is addressed in detail here. Please also refer to the Summer School's IT Acceptable Use Policy.

Cyber-bullying can be defined as 'the use of Information and Communications Technology (ICT), particularly mobile phones, email and via social networking sites on the internet, deliberately to upset someone else'. It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.

However, it differs in several significant ways from other kinds of bullying:

- the invasion of home and personal space;
- the difficulty in controlling electronically circulated messages,
- the size of the audience,
- perceived anonymity,
- and even the profile of the person doing the bullying and their target.

Cyber-bullying takes different forms:

- threats and intimidation,
- harassment or 'cyber-stalking' (e.g. repeatedly sending unwanted texts, instant messages or by people trying to befriend someone on a social networking site)
- vilification/defamation;
- exclusion or peer rejection,
- impersonation,
- unauthorised publication of private information or images and manipulation.

Some cyber-bullying is clearly deliberate and aggressive, but it is important to recognise that some incidents of cyber-bullying are known to be unintentional and the result of simply not thinking about the consequences. What may be sent as a joke may not be received as one, and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver. There is also less opportunity for either party to resolve any misunderstanding or to feel empathy. It is important that pupils are made aware of the effects of their actions.

In cyber-bullying, bystanders can easily become perpetrators, e.g. by passing on or showing to others images designed to humiliate, or by taking part in online polls or discussion groups. They may not recognise themselves as participating in bullying, but their involvement compounds the misery for the person targeted. It is important that pupils are

aware that their actions have severe and distressing consequences, and that participating in such activity will not be tolerated.

There are particular features of cyber-bullying that differ from other forms of bullying which need to be recognised and taken into account when determining how to respond effectively. The key differences are:

- **Impact** — the scale and scope of cyber-bullying can be greater than other forms of bullying.
- **Targets and perpetrators** — the people involved may have a different profile to traditional bullies and their targets.
- **Location** — the 24/7 and any-place nature of cyber-bullying.
- **Anonymity** — the person being bullied will not always know who is attacking them.
- **Motivation** — some pupils may not be aware that what they are doing is bullying.
- **Evidence** — unlike other forms of bullying, the target of the bullying will have evidence of its occurrence.
- Further information can be found via the following DfE advice on Cyberbullying: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

Appendix C

COUNTER-CYBER-BULLYING CODE - ADVICE TO PUPILS

Being sent an abusive or threatening text message, or seeing nasty comments about yourself on a website, can be really upsetting. This code gives you **seven important tips** to protect yourself and your friends from getting caught up in cyber-bullying, and advice on to how to report it when it does happen.

1. **Always respect others**

    Remember that when you send a message to someone, you cannot see the impact that your words or images may have on the other person. That is why it is important to always show respect to people and be careful what you say online or what images you send. What you think is a joke may really hurt someone else. Always ask permission before you take a photo of someone.

    If you receive a rude or nasty message or picture about someone else, do not forward it. **You could be assisting a bully and even be accused of cyber-bullying yourself. You could also be breaking the law.**

2. **Think before you send**

    It is important to think before you send any images or text about yourself or someone else by email or mobile phone, or before you post information on a website. Remember that what you send can be made public very quickly and could stay on line forever. Do you really want your teacher, parents or future employer to see that photo? This is especially the case with social networking sites, where you should apply the tightest possible security settings.

3. **Treat your password like your toothbrush**

    Don't let anyone know your passwords. It is a good idea to change them on a regular basis. Choosing hard-to-guess passwords with symbols or numbers will help stop people hacking into your account and pretending to be you. Remember to only give your mobile number or personal email address to trusted friends.

4. **Block the Bully**

    Most responsible websites and services allow you to block or report someone who is behaving badly. Make use of these features, they are there for a reason!

5. **Don't retaliate or reply**

    Replying to bullying messages, particularly in anger, is just what the bully wants.

6. **Save the evidence**

    Learn how to keep records of offending messages, pictures or online conversations. **Take screen-shots**. These will help you demonstrate to others what is happening and can be used by the School, internet service provider, mobile phone company, or even the police to investigate the cyber-bullying.

7. **Make sure you inform someone who can help:** You have a right *not* to be harassed and bullied online. Tell the provider of the service you have been bullied on (e.g. your mobile-phone operator or social-network provider). Check their websites to see where to report.

    Finally, don't just stand there. If you see cyber-bullying going on, support the victim and report the bullying. How would you feel if no one stood up for you?

Appendix D

<u>Staff awareness of potential bullying issues</u>

All Summer School staff should be aware that a child may indicate, by different signs or behaviour, that he or she is being bullied. We all need to be aware of these possible signs and investigate further if a child is:

- frightened of coming into School, does not want to leave the house, has a pattern of being ill on the same day/during the same lessons, refuses to get out of the car/bus.

- Begins to feign illness on regular days to avoid e.g. games

- becomes withdrawn, anxious or lacking in confidence

- starts stammering

- attempts or threatens suicide or runs away

- cries themselves to sleep at night or has nightmares

- feels ill in the morning or regularly reports to the medical centre

- begins to underperform in School work

- comes back to the boarding house with clothes torn or books damaged

- regularly reports possessions going 'missing'

- asks for money or starts stealing money (to give to the bully)

- has unexplained cut or bruises

- becomes aggressive, disruptive or unreasonable

- is bullying other children or siblings

- stops eating

- is frightened to say what is wrong

- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible. Staff must therefore raise any concerns about the welfare of children with House Parents or the Welfare Officer.

However, a lot of this can be dealt with by the member of staff, commenting on the spot eg that was nasty, that was unnecessary.

Appendix E

Staff strategies to prevent bullying

- Teachers need to define a clear, fair set of rules that protect the interests of all class members. Teachers must not be bullies themselves!

- Teachers need to remember that they teach people, not just a subject. Almost as much thought needs to go into how to manage a class and how to deal with poor discipline (or bullying/cyber-bullying) as into the preparation of teaching material.

- Teachers should think carefully about the seating arrangements in the classroom. It is often better to produce a seating plan than to allow the children to choose for themselves where they sit.

- Care should be exercised when dealing with the parties involved. There may be more to an incident than meets the eye: for example, a victim's reaction could be mistaken for bullying.

- The loud and assertive (or aggressive) pupils should not be allowed to dominate; everyone should be involved in class discussions and nobody "rubbished". In a poorly disciplined school, bullying and anti-social behaviour will flourish.

- Punctuality is vital. Bullying may occur before class starts or as pupils go from one lesson to the next.

- In the boarding house, staff should be very aware of the dangers of bullying or teasing.

- Staff should watch out for queue barging and the exclusion of individuals from a table or the same pupils being made to clear each meal.

- On the games field, staff must not lose sight of the fact that they are primarily teachers, as well as coaches and referees. They should not tolerate anti-social or rude behaviour, regardless of circumstances. We are all very proud of our excellent sporting record, but that must be secondary to good conduct.

- Do not accept lies or false excuses: "I didn't do it, she's got the wrong end of the stick", "it was a game", "we were having a joke", "it was an accident," "he offered to lend it to me". These matters are hard to prove when the victim has no witnesses to back him or her up but could be important as it may well help to uncover patterns of behaviour.

- Tell House Parents or the Welfare Officer if you are concerned about a child's welfare.

- However, all staff must inform CD, OD or DSL with any allegations of bullying.

Appendix F

Supporting the person being bullied

Individual staff can do this, but should liaise with the Course Directors/DSL for follow-up support over time. Support can be given by:

- Telling them he/she is not alone in this and that by telling someone about it he/she has already done the difficult part.

- Building up self-esteem.

- Trying to analyse if there is something they do that causes them to be bullied.

- Teaching him/her to be more assertive (not aggressive).

- Encouraging him/her to report any further instances of bullying or teasing.

- Reassuring him/her that it is the bully who "has a problem", not the victim.

Further information can be found via the following DfE advice on school support for children and young people who are bullied:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444864/Supporting_bullied_children.pdf

Appendix G

HELP ORGANISATIONS

Advisory Centre for Education	0808 800 5793
Children's Legal Centre	0845 345 4345
Kidscape Parents' helpline (Mon-Fri, 10-4)	0845 1 205 204
Parent line plus	0808 800 2222
Youth Access	020 8772 9900
Bullying online	www.bullying.co.uk
Young Minds	0800 01821138
ChildLine	0800 1111
Children's Commissioner	0800 528 0731