DUKE *of* KENT
SCHOOL

Policy Title:	ANTI-BULLYING STRATEGY	ISI Policy number: 10a
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Duke of Kent School values every individual in the community and believes each deserves to be treated with respect. Sensitivity to the feelings and needs of others is central to the School ethos. Bullying in all its forms is absolutely incompatible with our Ethos and Aims.

This strategy applies to all sections of the School, including Early Years Foundation Stage (EYFS).

Duke of Kent School does not tolerate any form of bullying. We work actively to prevent bullying from happening and to stop it when it does occur. We seek to create an environment that significantly reduces the likelihood of bullying behaviour, and a culture of excellent pastoral care, open communication with our pupils, and partnership with parents in which incidents will be readily reported and will meet a constructive response. We take a holistic view of pupil welfare and aim to ensure that the impact of bullying on individual children is addressed cohesively, considering areas such as academic, pastoral and medical welfare.

Bullying can take place between any members of a community, irrespective of age, gender or role. It is necessary for the entire community to be vigilant, to report any concerns and to do all possible to prevent bullying from taking place.

Our objectives are to educate pupils about bullying in order to prevent and reduce the instances of bullying that occur and to develop in them the skills to deal with people appropriately, and to train staff to deal effectively with any instances that do happen using the guidance outlined below, which has been written with reference to Department for Education documents, 'Preventing and Tackling Bullying in Schools: advice for headteachers, staff and governing bodies' (July 2017) and 'Keeping Children Safe in Education' (2023) and 'Cyberbullying – advice for Heads and School Staff (2014)'. We aim to ensure that bullying is prevented in so far as reasonably practicable and understand that an effective strategy depends on proper implementation in practice.

Duke of Kent School recognises its duties under the Equality Act (2010) and works to ensure that no group or individual in our community is marginalised or unfavourably treated. We recognise the seriousness of bullying, both physical or emotional (which may cause psychological damage), and cyberbullying.

School Councils in Prep and Senior School review the pupil guidance in this policy annually to make sure that it is fit for purpose and easy to understand. This policy should be read in conjunction with School policies on safeguarding, equality, behaviour and e-safety, all of which are available on the School website.

Definition of Bullying

Bullying is behaviour by an individual or group, often repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, culture, gender including transgender, sexual orientation, homophobia, special educational needs and disability or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Cyber-bullying is covered by this policy: all members of the community need to be aware that bullying by electronic means will be regarded extremely seriously.

What is cyber-bullying?
Cyberbullying is using the internet, email, online games or any digital technology to threaten, tease, upset or humiliate someone else. (Childline 2016)

- The School will not tolerate cyber-bullying and pupils who cyber-bully, particularly when this is repeated or aggressive in nature, can expect to be suspended or expelled from School
- Cyber-bullying includes the use of technology to threaten, tease, upset or humiliate someone else
- Being a 'bystander' or passing on images or messages created by cyber-bullies could itself be defined as cyber-bullying
- Cyber-bullying can include sexting (sending naked or indecent images of yourself or others, or sending on such images if you receive them). Sexting is not acceptable and may result in serious sanctions and investigation by the Police.
- If investigation of an e-safety incident suggests that a pupil's misbehaviour may be criminal or pose a serious threat to a member of the public, the Head may contact the Police or other external agencies

If a parent or pupil has a concern or a question about

- how others are treating the pupil in the cyber-world
- how a friend or another pupil is being treated
- the pupil's own behaviour

This must be brought promptly to the attention of a teacher or parent so that help, support and advice can be provided. Duke of Kent School's Head of Safeguarding also serves as our e-safety Coordinator (Tom Southee). He will provide parents with advice on this area on request as well as providing pupils, staff and parents with regular (at least annual) and appropriate training on e-safety.

1.   Preventing Bullying

1.1   The School recognises the importance of regular training and opportunities for discussion for staff in the areas of preventing and tackling bullying. We also aim to create an ethos of good behaviour where

our pupils treat one another and the school staff with respect because they know that this is the right way to behave.

1.2   Information about management and observation of specific pupils or combination of pupils is undertaken at Staff Briefings three times each week and termly INSET training days provide regular opportunities for discussion of the issues surrounding bullying and the dissemination of best practice in this area. If any member of staff requires support from the Leadership Team, or feels the need to consult external expertise, the Deputy Head, can provide advice and guidance.

1.3   All staff contribute to the creation of an anti-bullying culture in the School. It is often possible for unkind behaviour to be stopped at an early stage by a clear verbal reminder of behaviour expectations from a member of staff. Administrative, catering, grounds and cleaning staff are asked to pass to appropriate academic staff any concerns they may have. Leadership, Teaching and Class Support staff are directly involved in the work of prevention. This includes:

- setting a tone, both in lessons and less formal activities, that makes clear to all that bullying behaviour will not be tolerated
- encouraging and expecting excellent behaviour such that all members of the community treat one another with respect and consideration
- educating pupils and staff about bullying and how to prevent and tackle it
- educating all members of the community about the importance of reporting any behaviour about which they are concerned, whether or not they are directly involved, and how they can do this
- being aware that elements such as PSHE, assemblies, projects, literature, stories and drama provide opportunities to focus on the discussion of differences between people and the importance of avoiding prejudice-based language.
- promoting a clear understanding of how the actions of each individual permeate the whole school environment and the importance of staff and older pupils setting a good example to the rest
- fostering an atmosphere in which all members of the School community value diversity and difference to prevent a narrow, exclusive or conformist culture from developing
- building resilience through a range of activities, inside and outside the classroom, such as outward bound and team building courses
- celebrating success to preserve and develop the positive ethos of the School
- gathering information about issues between pupils which might provoke conflict, sharing this information with colleagues and intervening when appropriate to pre-empt incidents where possible
- addressing negative, aggressive or intimidating behaviour in a pupil which might indicate a possibility of becoming involved in bullying behaviour, referring this to Form Teachers who will intervene as necessary
- being alert to any indication that a pupil is experiencing social difficulty and reporting this to Form Teachers
- making available the contact number of Childline and raising the profile of this service
- setting up 'buddy' support and engineering social activities and opportunities for pupils who experience social isolation inside or outside the classroom, referring to the Learning Development team for advice on the development of social skills, recognising that pupils with SEND (Special Educational Needs/Disabilities may be vulnerable to bullying and/or may require particular support with social skills) • making use of materials or advice as necessary from expert organisations (e.g. Stonewall)

1.4   Pupils are frequently reminded by staff that bullying and unpleasantness to others are not tolerated at the School and there is regular discussion of issues surrounding bullying, including:

- what bullying is
- what cyber-bullying is
- what to do if they are bullied
- why it is important for the community to prevent and tackle bullying
- what part they can play in preventing bullying

This information is shared in formal contexts such as assemblies and lessons and is discussed in Form Time as well as in School Council and during year group Activity Days with a personal development focus.

1.5   The Senior Leadership Team regularly reviews the anti-bullying strategy and equality policies to ensure that these continue to reflect best practice.

1.6   The School operates a comprehensive filtering system to monitor unacceptable and inappropriate content on the network. The Pupil Code of Conduct and the Acceptable Use Policies set out clearly to pupils their responsibility for their actions online and the ways in which they can protect themselves and others in the digital world. Spot checks on iPads and Chromebooks also monitor pupils' compliance with the Code of Conduct. All pupils and staff sign an 'Acceptable Use Policy' which makes it clear that any form of cyberbullying is unacceptable.

2.   Intervention (Advice to Teaching and Support Staff)

2.1   Staff should treat any report of bullying very seriously. They must refer immediately any reported or suspected case of bullying to the appropriate Section Head. The report should include details of the pupils involved; details of the circumstances, including the location and time, the protagonists and any witnesses should be noted.

2.2   Investigations of reports of bullying will consider the context in which the behaviour has taken place: motivations behind bullying behaviour will be examined in order to determine whether any specific support or intervention for any party is indicated.

2.3   Both the account of the pupil reporting being bullied (or having that report made on his or her behalf) and of the pupil accused of bullying must be carefully logged on the SLT Google docs – bullying, and referred to in Pupil Profiles in iSams.

2.4   There may be occasions when investigation suggests that pupil behaviour, though unpleasant, does not fit the definition given of bullying. In these instances, clear explanation and advice will be provided to the reporting pupil or parent and any necessary steps will be taken to address the unpleasant behaviour. (Where the reported behaviour does not meet the definition of bullying given here, the incident may still be recorded in the Anti-Bullying record as an incidence of 'unpleasantness to others'. This is to enable patterns to be identified and any preventative action necessary to be taken.)

2.5   In a case where bullying has occurred the School's response will be as follows:

- To support the pupil reporting the bullying incident, or on whose behalf the report was made
- To maintain a record of the incident: this is the responsibility of the teacher to whom the incident is reported or who identifies potential bullying. Incidences of bullying will be reported to the DSL and logged on MyConcern. It is vital that these are completed thoroughly in order to enable the School Leadership Team to have a clear picture of bullying and incidents of unpleasantness to others, to identify any patterns and to evaluate the effectiveness of the School's approach.
- To educate the pupil who has engaged in bullying or unpleasantness to others, for the pupil's own sake as well as for that of the wider community, making clear:
- What exactly was unacceptable about the behaviour
- How the pupil could behave differently on a future occasion to avoid involvement in bullying behaviour
- The impact of the behaviour on the pupil affected
- What support is available
- That this behaviour must not be repeated
- To deter the pupil who has engaged in bullying from repeating this action, using sanctions where appropriate.

The discussion should be calm and dispassionate, with a focus on the impact of the actions of the pupil. The pupil should have an opportunity to discuss the incident from his or her point of view.

In extremely serious or persistent cases, Duke of Kent School will apply the full range of disciplinary measures up to and including exclusion where appropriate to pupils who bully, in order to show clearly that their behaviour is wrong and will not be tolerated. Key actions for the Head of Section to take will include:

- To engage all parties involved in constructive dialogue, where appropriate, and to seek reconciliation
- To keep parents informed of actions taken
- To inform colleagues at the next Daily Briefing or earlier if necessary
- To put in place any necessary measures to minimise the likelihood of recurrence
- To monitor the subsequent relationship between the parties involved

2.6   Where bullying outside of School is reported to the School, it will be investigated and appropriate action taken. Disciplining beyond the 'school gate' relates to the School's response to bad behaviour and bullying (including cyber-bullying) which occurs off the School premises and is reported to the School or is witnessed by a member of staff.

Misbehaviour at any time, whether in or out of School that could have repercussions for the safe running of the School, poses a physical or psychological threat to another pupil or member of the public or could adversely affect the reputation of the School may, at the discretion of the Head, be dealt with by the imposing of sanctions described in the Behaviour Policy, including temporary (suspension) and permanent (expulsion) exclusion.

2.7   Disabled young people and those with SEN (SEND), are significantly more likely to experience bullying - including online bullying - than their peers. The school are aware that pupils with Special Educational Needs and Disabilities (SEND) may need particular consideration in the areas of bullying and cyber bullying and staff must ensure that situations are reasonable and clearly understood by all pupils. Staff are encouraged to consult the Head of Section or Head of Learning Development whenever advice is required. SEND will be taken into account by the staff when any decisions are made concerning pupils with SEND. Reasonable adjustments will be made to ensure that pupils are not discriminated against on the basis of their SEND in the areas of bullying and cyber bullying.

2.8   The Head will also consider whether it is appropriate to inform the Police of the pupil's behaviour. The threshold for informing the Police is that the Head has a reasonable suspicion that a crime has been or may have been committed. In addition the Head will consider whether the behaviour may be linked to the pupil suffering or being likely to suffer significant harm; if this is thought to be the case, the Designated Safeguarding Lead will be notified and School Safeguarding Policy will be followed (see Child Protection below).

3.   Advice to Pupils about Bullying

3.1 Understanding Bullying:

Make sure you know what bullying means:

Bullying is behaviour by a person or group of people, repeated over time, which is meant to hurt someone physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and sometimes happens because someone is different, or thought to be different, from the rest of a group. Often the bully is more powerful in some way than the victim.

- The School will not tolerate bullying and pupils who bully can expect to be suspended or expelled from School.
- Being a 'bystander' or failing to report bullying can also be seen as bullying.
- If investigation of bullying suggests that a pupil's misbehaviour may be criminal or pose a serious threat to a member of the public, the Head may contact the Police or other external agencies.

Make sure you know what cyber-bullying means:

Cyberbullying is when someone uses technology (such as the internet or a mobile phone) to bully others. (Childnet International, 2016)

- The School will not tolerate cyber-bullying and pupils who cyber-bully, particularly when this is repeated or aggressive in nature, can expect to be suspended or expelled from School
- Being a 'bystander' or passing on images or messages created by cyber-bullies could itself be defined as cyber-bullying.
- If investigation of an e-safety incident suggests that a pupil's misbehaviour may be criminal or pose a serious threat to a member of the public, the Head may contact the Police

When you have a concern or a question about

- how others are treating you in the cyber-world
- how a friend or another pupil is being treated
- your own behaviour

you are expected to bring this promptly to the attention of a teacher or parent so that help, support and advice can be provided.

What can I do?

3.2   At Duke of Kent School we want to do all we can to promote an anti-bullying culture: this means that all of us have to keep working to build a community where people are as unlikely as possible to be bullied. If they or others are bullied, they will be ready to report this behaviour. You have a very important part to play:

- Treat other members of the community with respect and consider their feelings. Your actions and your words have an impact on other people: do your best to make sure this is a positive impact. Remember that every member of our community is equal.
- If you think you are being bullied, tell someone about it: your concerns will be treated seriously.
- If you are not sure, please ask any adult on the staff or tell your parents.
- If you see or become aware that someone is being bullied, in or out of School, please tell a teacher or your parents - urgently. It is very important not to allow bullying to carry on in secret: telling someone what is happening can bring it to an end.
- Remember that 'teasing' or psychological bullying can be just as serious as physical bullying, and can do lasting damage.
- Do not join in with behaviour you know to be unkind, do not laugh when someone is treated badly and do not just ignore it: instead, have the courage to show people who are bullying others what you think of their behaviour.
- If you have been involved in bullying and want to stop or to talk about it with somebody, please do so as soon as possible. Help is available.
- Remember that 'it was only a joke' is never an acceptable excuse for repeated unkindness to another pupil. Be aware that 'cyber-bullying' will be treated just as seriously as bullying that happens face to face.
- **Do all that you can to make the School a happy and safe place, not just for you and your friends, but for everybody.**

4.   **Advice to Parents**

4.1   Duke of Kent School highly values its partnership with parents. Close communication between home and School can enable swift action to be taken when difficulties develop. Should a pupil report an incident or exhibit any unusual behaviour or attitude which causes concern, parents should discuss this with the School immediately so that it can be investigated.

4.2   Parents should be aware that the school does not tolerate bullying and should **immediately contact the Form Teacher by telephone via the School Office** if they believe their child is being bullied or if their child says that bullying is taking place. In the event that a Form Teacher is unavailable, the Head of Section or any member of the Leadership Team should be contacted.

The School will take any such report seriously and will seek to resolve the issue in a way that protects the child and prevents recurrence.

5.   Child Protection

5.1   Teaching pupils about bullying is an important strand of the work we do to promote child welfare and safeguard our pupils.

5.2   The Designated Safeguarding Lead (DSL) is informed of any entry to the School's Anti-bullying record. A bullying incident will be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.

5.3   The threshold for referral to Children's Services is reached when the Designated Safeguarding Lead assesses that the School's collaboration with external agencies (Level 2, Surrey Safeguarding Children Board) is not achieving the goal of supporting the pupil and family's level of need and the child is deemed a 'child in need of services': a multi-agency response overseen by Children's Services (Level 3, Surrey SCB), or a 'child at risk of significant harm' (Level 4, Surrey SCB). Please see the Safeguarding Policy for further details of referral procedures.

Conclusion

Duke of Kent School is committed to creating an anti-bullying culture and will continue to work to prevent bullying, and will take action to put a stop to it when an incident of bullying occurs.