



DCSL

Anti-Bullying Policy



Ant-Bullying Policy

Contents

POLICY CODE	2
Aims and Objectives	3
The College’s Response to Bullying	4
Response to Alleged Unkindness (one-off event).....	5
Stage 1 – Informal Reparation.....	5
Stage 2 – Reparation and warning as to future conduct.....	5
Response to Allegation of Bullying (repeated unkindness)	6
Stage 3 – Allegation of bullying.....	6
Indication of Bullying	6
Measures to Prevent Bullying	7
Pastoral Support.....	7
Induction	7
Training and Education.....	8
A Culture of Speaking Out	8



POLICY CODE	3.1.4
POLICY NAME	Anti-Bullying Policy
DCI COLLEGE APPLICATION	DCSL
APPROVAL AUTHORITY	Headmaster
RESPONSIBLE DEPARTMENT(S)	
REVIEWED ON	Jul 2017
NEXT REVIEW	Aug 2018 (Annual)
DEVELOPED BY/AUTHOR	



Anti-Bullying Policy

Aims and Objectives

This policy is based on the principle that all members of the College community have the right to enjoy their lives in a safe and caring environment, free from disruption, violence and any form of harassment. We have the strong expectation that our community should be based upon mutual respect, courtesy, fairness and compassion.

We expect all relationships between student/staff/parent to demonstrate courtesy and co-operation so that learning can take place in a relaxed, but orderly, atmosphere. We expect students to care for and support each other, as well as to develop regard for others in the wider community.

Parents/guardians have an important role in supporting the College in maintaining high standards of behaviour. It is essential that the College and families have consistent expectations of behaviour and that they co-operate closely together.

The College accepts that bullying has been found to occur in all institutions, and that it is important to sensitise all members of our community to the possibility that bullying could occur. Parents should note that talking about bullying does not necessarily mean bullying is taking place: on the contrary, sensitisation to bullying is an effective deterrent.

The College accepts that bullying can take many forms and use many different means:

- Different forms of bullying include racial, religious, cultural, sexual/sexist, homophobic or gender orientation, special educational needs and disability, or bullying based on physical difference (such as body shape).
- Different means of bullying include physical (including sexual); verbal (spoken and written, via any means); emotional bullying (including exclusion, use of silence, the formation of cliques, spreading rumours); cyber-bullying (including via texting, social networking sites, mobile phones, digital media, email, camera-enabled devices, image sharing social media sites).
- It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation.
- Bullying can happen anywhere and at any time and can involve everyone - students, other young people, staff and parents. Bullying is often hidden and subtle. It can also be overt and intimidatory.

Bullying, harassment, victimisation and discrimination will not be tolerated. We will treat all of our students and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is



unacceptable – and the College accepts that bullying can cause significant damage to a victim’s ability to thrive in a number of regards, including physically, emotionally, psychologically and socially.

The College’s Response to Bullying

It is the right of any individual who feels bullied or intimidated to expect any senior member of the College – older student or member of staff – to listen and to deal with the problem promptly and sensitively. We will always treat bullying, including allegations of bullying, seriously and believes that to do nothing is to condone bullying.

We recognise a distinction between unkindness and bullying, where unkindness could be a one-off mistake but bullying is a repeated action carried out with the express intent to hurt another person.

The College is committed to dealing with examples of student unkindness in such a way as to make bullying, as defined above, less likely.

This is based on the following beliefs:

- That students will respond to the clearly articulated expectation to be kind, but that this might need reinforcement and practical explanation;
- That sometimes it might not be an intention to cause distress and hurt, but that this is the consequence of a student’s actions;
- That the line between “banter” and bullying behaviour can be misunderstood by students on both the giving and receiving end, and that resolving this can be a matter of education, rather than punishment;
- That education about positive behaviour and the prevention of bullying is preferable to stringent, “one size fits all” disciplinary sanction;
- That bullying can be an emotive issue for students, parents and staff, and that by acting promptly to demonstrate disapproval of unkindness there is less likelihood of repetition such that bullying behaviour develops;
- That a “speaking out” culture is desirable, and that students should be encouraged to tell if they have been upset or hurt by others in the community; that this is easier, sometimes, than alleging that bullying has taken place;
- That by acting against unkindness, and promoting modified behaviour, the goodwill of both victims and potential bullies is retained, a defensive reaction is less likely, and the possibility of retaliation is reduced.

Any member of staff may pick up issues of unkindness and bullying from students. Thus the College’s first response must be to offer a student who feels bullied assurance of support and safety, and of full access to the pastoral support of the school.

Parents may contact staff to report suspected unkindness or bullying behaviour. On these occasions staff must listen and take notes, and maintain contact during the due process of investigation.



Heads of School should always be informed on these occasions. This enables a consistent and coordinated disciplinary response, as appropriate, while retaining the ability to deal with instances of bullying on a case by case basis. It also enables the Head of School to maintain a record of all instances where the College has dealt with unkindness and bullying between students, such that patterns can be observed and monitored.

Response to Alleged Unkindness (one-off event)

Stage 1 – Informal Reparation

A clear indication of what has been alleged, including details of time and place will be recorded. Any adult with whom the victim feels comfortable may take this record but ideally the Tutor / Class teacher, Assistant/Deputy Head or Head of School would be involved.

In the first instance, the Form Tutor / Class teacher, Assistant/Deputy Head or Head of School will talk to students, with the emphasis on education and reparation.

Depending on the circumstances, it may be that the following outcomes are sought and acceptable:

- Raised awareness of unintentional distress or hurt caused, resulting in modified future behaviour;
- Acknowledgement of intentional distress or hurt caused, resulting in modified behaviour;
- An offer of genuine apology, either verbally or in writing, by the perpetrator and its acceptance by the victim.

Stage 2 – Reparation and warning as to future conduct

As a further stage of resolution, prior to formal disciplinary sanction, it may be decided by the Head(s) of School involved that the “perpetrators” meet with them formally to discuss their actions.

The following outcomes are sought and acceptable:

- Raised awareness or acknowledgement of behaviour which can cause hurt or distress;
- Cessation of such behaviour with immediate effect;
- An offer of genuine apology, either verbally or in writing, by the perpetrator and its acceptance by the victim;



- Student awareness of future close scrutiny of behaviour in order to dissuade against repetition or retaliation;
- An acceptance of the seriousness of the need to avoid unkind behaviour and to demonstrate compassionate behaviour, and an acceptance that repetition is likely to be considered as bullying and would lead to disciplinary sanction.

In stages 1 and 2, while it is important to demonstrate consistency across the College, and across time, and to reinforce the College's expectations, it is also important to be mindful of the views of the victim(s), and his or her parents, regarding the manner in which incidents are dealt with.

Heads of School will keep parents of all parties informed throughout both stages, and it is likely that stage 2 will be concluded by written communication to the parents of those who had been unkind.

Response to Allegation of Bullying (repeated unkindness)

Stage 3 – Allegation of bullying

An allegation of bullying will result in a disciplinary investigation carried out by the Head of School. The Headmaster will be informed and involved as the investigation progresses.

If the allegation is found to be justified, appropriate disciplinary responses may include a period of internal suspension, suspension or permanent exclusion for cases of severe and/or persistent bullying.

Regard will be paid to the individual circumstances in each case, of both victim and perpetrator, including the age of students; their ability to understand the consequences of their actions and to modify their behaviour; the possibility of a restorative relationship going forward, and the future safety, security and welfare of all students concerned. It may be necessary to draw up a welfare plan / risk assessment to support students concerned.

Indication of Bullying

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

- Unwillingness to return to school after weekends or holidays;
- Displays of excessive anxiety, becoming withdrawn or unusually quiet, tearful;
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others;
- Books, kit and other belongings suddenly go missing or are damaged;
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary, appearance);
- Diminished levels of self-confidence;



- Frequent visits to the Nurse with symptoms such as stomach pains, headaches etc;
- Unexplained cuts and bruises;
- Frequent absence, erratic attendance, late arrival to class;
- Choosing the company of adults;
- Displaying repressed body language and poor eye contact;
- Difficulty in sleeping, experiencing nightmares etc;
- Talking of suicide or running away.

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

Measures to Prevent Bullying

The College acknowledges that taking action and having measures in place to prevent bullying from becoming a problem are desirable to relying on disciplinary responses to bullying.

The following measures are in place:

Pastoral Support

- Students are sensitised to the potential presence of bullying through PSHE / assembly in the first term of the year;
- Our staff are alert to possible signs of bullying and the necessity of handling any incidents as an immediate priority;
- Support and guidance is provided to staff on handling and reporting incidents, and on the follow-up work with both victims and bullies;
- We encourage close contact between the Form Tutor/Classroom Teacher, Heads of School and parents/guardians, and encourage contact if either party is worried about a student's well-being.

Induction

- All students are briefed thoroughly on the College's expected standards of behaviour. They are told what to do if they encounter bullying. We guarantee that whistle-blowers who act in good faith will not be penalised and will be supported;
- This briefing is followed up and reinforced throughout the year in appropriate assemblies and PSHE which explain the College's behavioural expectation in respect of kindness and against bullying and to embed expectations, to reinforce the culture of speaking out against unkindness and to provide points of contact to whom students may easily turn to discuss bullying;
- The College condemns the notion of initiation rituals or ceremonies intended to cause pain, anxiety or humiliation.



Training and Education

- Our PSHE programme is structured to give students an awareness of their social and moral responsibilities as they progress through the school. Students will be involved in drawing up a Bullying Charter, such that they collaboratively express what they understand by bullying, and what behaviour they will accept in the context of their own school communities;
- Students will receive training about bullying and e-safety. This covers issues of what cyber-bullying is, how to report cyber-bullying, as well as the importance of maintaining the same standards of online behaviour as in other aspects of one's personal behaviour;
- Academic lessons will regularly highlight the issue of bullying and reinforce this message by teaching moral values that show bullying to be unacceptable and by developing social skills.

A Culture of Speaking Out

- All our students are encouraged to tell a member of staff at once if they know that bullying is taking place;
- We reserve the right to investigate incidents that take place outside school terms, on school visits and trips, involving our students;
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures.