



## DAUNTSEY'S SCHOOL

### ANTI-BULLYING POLICY

This policy has been drawn up with reference to the DFE Guidance 'Preventing and Tackling Bullying' 2017.

#### AIMS

1. To constantly monitor every aspect of school life in order to develop and sustain a culture which abhors bullying and facilitates effective measures for its prevention and remediation.
2. To achieve this end by planned and coordinated measures in the classroom, in the extra-curricular, pastoral and professional life of the school and by using a well-publicised system for bullying remediation which makes clear the sources of support and encourages prompt disclosure.
3. To promote and publicise a broad definition of bullying to ensure that *all* cases of persistent unkindness receive the attention they deserve.
4. To affirm the right of every member of the Dauntsey's community to work, play and interact socially without being subject to racial, religious, cultural, sexual/sexist, homophobic or transgender harassment, intimidation or abuse of any kind and to extend these rights to everyone, irrespective of age, position in the community, gender, ethnic origin, social class, sexual orientation, culture or disability.
5. To ensure that all cases of bullying are investigated, records are kept and staff trained so that the principles of the school policy are understood, legal responsibilities are known and cases of bullying are dealt with in sensitive yet effective ways, which bring episodes of unkind behaviour to an end without damaging peer group relationships.
6. To involve every member of the school community – boarding and day pupils, staff and prefects - in the anti-bullying programme, details of which are set out below.

# DAUNTSEY'S SCHOOL

## ANTI-BULLYING PROGRAMME

Bullying happens in all schools, even at Dauntsey's, despite its reputation for friendliness. We know from the results of questionnaires that the incidence of bullying here is less than half the national average, but it is our firm determination to do whatever is necessary to reduce this still further. In order to achieve this aim, staff and pupils work as a team to counteract bullying at Dauntsey's. **We affirm the right of every pupil at this school - young or mature, male or female, sporty or not, clever or less able – to enjoy opportunities for education, sport, cultural activity and social development in an atmosphere of safety and physical and emotional security, and we will strive to uphold that right in every way we can.** For this reason, bullied pupils are not expected to undergo counselling or training in self-defence, although both are available if desired, and assertiveness training is part of our Complementary Curriculum programme for all Lower School pupils. Instead, our programme has always focused on changing the behaviour of pupils who bully others.

### Definition of bullying

We define bullying as any pattern of behaviour repeated over time in which a pupil or pupils are 'picked on' by other pupils who subject them to any type of verbal, physical, emotional or psychological abuse on the grounds of race, religion, culture, gender, sexual orientation, homophobia, special educational needs or a disability because a child is adopted or is a carer. Name-calling and persistent teasing are more common than physical acts of aggression, while exclusion from groups, the sending of abusive or threatening letters, e-mails or messages by text or games consoles or on social networking sites, malicious rumour-mongering and interference with property are other forms of bullying which can be quite pernicious. **Pupils are taught the acronym STOP – Several Times On Purpose to help them understand what bullying is.**

### Seriousness of bullying

We also define bullying from the perspective of victims, not perpetrators, so that any series of deliberate actions, which cause unhappiness can amount to bullying which requires action to bring it to an end. Bullying can be both or either physical and emotional and may cause psychological damage.

### Procedures to follow

Bullying thrives in secrecy, so the chief aim of the programme is to lower the 'threshold of disclosure' which deters bullied children from telling adults what is happening – often for weeks on end – and thus encourages bullies to continue or even to escalate their actions.

- The Student Listening Service is available to pupils and trained student listeners are recognised by their badge.
- Feedback from all Lower School pupils is received via the school anti-bullying questionnaire, which is carried out annually at appropriate points in the year.

- Raising awareness of staff through training, so that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available.
- Complementary Curriculum lessons are key in educating pupils on the importance of avoiding prejudice based language and discussing the difference between people.
- Lessons across the ages encourage assertiveness. Complementary Curriculum lessons in the Lower School include regular sessions, particularly during the life skills carousel in the 1st and 2nd Forms and in the 3rd Form summer term when dealing with sex and relationships. In the Upper School, Complementary Curriculum deals with issues surrounding consent and dealing with peer pressure within the context of relationships, sex, drugs and alcohol.
- Anti-bullying week: all lower school classes work on the Anti-bullying week's annual theme.
- Outside speakers are invited into the school to address internet safety, cyber-bullying, bullying and prejudice and discrimination.
- Making sure pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders, is encouraged.
- Sanctions are implemented reflecting the seriousness of an incident and to convey a deterrent effect (strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying)
- A bullying incident should be treated as a child protection issue where there is reasonable concern that a child is suffering or likely to suffer significant harm. It should be reported to Ann Jackson (Deputy Head (Pastoral)) or Eleni Conidaris (Head of Lower School).

The consistent theme of our anti-bullying programme is '**tell someone without delay if you are being bullied**', and it is at this point that we look to recruit all Dauntsey's parents into our anti-bullying programme: if your son or daughter seems reluctant to attend school, or is tearful at home for no obvious reason, or if you suspect feigned illness, then bullying could be the cause. **Encourage your child to talk to you by stressing that the action taken at school will neither damage peer esteem nor cause any escalation of the problem, and then contact your child's house tutor without delay.**

See also the separate Cyber Bullying Policy.

Anais Seager  
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