



Sponsor	Deputy Head People
Issue Date	June 2020
Next Review Date	June 2021
Governor	Safeguarding Governor

## COUNTERING-BULLYING POLICY

### BACKGROUND

At Woldingham our Code of Conduct is underpinned by the Goals and Criteria of the Sacred Heart. We live together in a community which is based on:

- Respect for Self
- Respect for Others
- Respect for the Environment
- Responsibility for our Actions

We are very fortunate at Woldingham that Bullying is not a wide-spread issue. However, we would all be naïve to think that it might not exist in some form. More recently, as mobile phone and internet use has become so much a part of our lives, so has the misuse of this technology and cyberbullying is an unpleasant form of bullying, particularly out of school. Bullying behaviour is wholly and always unacceptable. We aim to create an environment where individuals can grow and flourish without fear. Each student has the right to be happy and safe in school and to be protected when she is feeling vulnerable. We have a duty of care to those in our charge and all members of our community need to be alert to signs of bullying behaviour.

### DEFINITION OF BULLYING

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally causes harm, either physical or emotional. This behaviour may be towards another individual or group which makes them feel uncomfortable or threatened. Bullying behaviour is not the instant repercussions when girls fall in or out of friends with each other. However, if as a result of a friendship issue any student feels that they are being deliberately and repeatedly 'picked on' or excluded, then that may be perceived as bullying behaviour. 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.

It must be remembered that people react differently and it is often very difficult to tell if someone is upset or hurt. No one should underestimate the serious consequences, including psychological damage and even suicide, that bullying behaviour may cause.

(please see also **DfE Preventing and tackling bullying July 2017**)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444862/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf)

## **BULLYING BEHAVIOUR INCLUDES:**

- **Physical:** hitting; kicking; taking or hiding belongings, including money.
- **Verbal:** name calling; teasing; insulting; writing unkind notes; inappropriate text messaging and emails; sending offensive or degrading images by phone or via the internet (cyberbullying).
- **Emotional:** being unfriendly, excluding, tormenting, looks, spreading hurtful and/or untruthful rumours.

## **Types of bullying include:**

- bullying related to race, religion or culture;
- bullying related to SEN or disabilities;
- bullying related to appearance or health conditions;
- bullying related to sexual orientation or gender identity;
- bullying related to home circumstances for example a child who is adopted or has caring responsibilities;
- sexist or sexual bullying;
- bullying of a young person who is at risk due to other vulnerabilities.

## **Bullying can take place:**

- between pupils;
- between pupils and staff;
- by individuals or groups;
- face to face, indirectly or using a range of cyberbullying methods.

## **Cyberbullying**

Cyberbullying is 'the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else'. The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school.

Examples may include, but are not restricted to:

- pupils who set up website pages and invite others to post derogatory comments about a pupil;
- pupils sending insulting and vicious text messages;
- pupils posting fake and/or offensive photographs of the victim via a social networking site, email or mobile phone;
- pupils hacking into social networking sites and removing and circulating material which may be embarrassing or personal.

Cyberbullying differs from "ordinary" bullying and can have a far greater impact because of a number of factors including:

- invasion of personal space – the victim can never escape it;
- the potential anonymity of the bully;

- The ability to broadcast upsetting messages and images rapidly to a potentially huge audience and to continue to do so repeatedly over a long period of time;
- Other pupils, who may not normally become involved in bullying behaviour, may be drawn in unwittingly by, for example, forwarding or circulating an image or message.

Of course, everyone is entitled to their private life and to freedom of expression but students must consider whether the material they are sending, or forwarding, may cause upset.

### **AIMS**

- To create a happy, safe and secure environment for all.
- To promote behaviour based on respect for self and others and responsibility for our actions.
- To challenge bullying behaviour, either directly or by dealing with bullying behaviour in the curriculum, as a PSHEE topic, and by using teaching methods that encourage cooperation and emotional health in and out of the classroom.
- To encourage girls to discuss areas of concern with staff to enable potentially 'bullying' situations to be averted and minimised.
- To provide support for the victim and perpetrator of bullying behaviour.

### **PROCEDURES**

- Students will be aware of acceptable behaviour through the Behaviour policy. Awareness of bullying issues will be raised through Thrive (PSHEE), assemblies etc.
- Students are encouraged to avoid rumour and gossip which may exacerbate a situation.
- Students are encouraged to report bullying behaviour to academic or pastoral staff, Buddies, Personal Tutors, Chaplain or Counsellor.
- All students will be made aware of their role in countering bullying behaviour, including the significance of the role of bystanders.
- Staff will be alert to signs of bullying behaviour. More detailed guidance on recognising signs are available in the staff handbook. This will be brought to the attention of all staff at the start of each academic year as part of the annual Safeguarding Children update, or on Induction for staff joining mid-year.
- All students and staff agree to the ICT and Mobile communications Acceptable Use Policies. Any breach of these guidelines will be sanctioned, as appropriate.

### **If bullying behaviour is observed staff will: -**

- Talk to the individuals concerned to ascertain the true picture.
- Get pupils to write down the incidences of bullying behaviour and pass on their statements to the Head of Year/Housemistress.
- Encourage pupils to tell about their bullying experiences and to know that they will be listened to and believed and that action will be swiftly but sensitively taken.
- Discuss the issues with the alleged perpetrator and reassure the victim. Further action will be taken, as required, and support given to all concerned.
- If necessary and appropriate, staff will facilitate reconciliation meetings between the students involved. The perpetrator will be held to account for their behaviour and may be sanctioned. Sanctions may include a pastoral detention or SLT detention. As appropriate, they may be subject to a support/learning programme to help them face up to the harm they have caused. The perpetrator may be in need of help themselves.

- For more severe or persistent cases of bullying behaviour, the perpetrator/s will be sanctioned; suspension or even exclusion may be considered.
- The Head of Year will inform parents of both parties of our concerns and continue in dialogue as needed.
- All documentation must be clear and factual. Records of incidents must be kept in the Year Records central register and passed on to the Deputy Head People to enable patterns to be identified and for any appropriate action to be taken.
- The threshold for reporting to external agencies is not fixed and will depend on the individual case. If necessary and appropriate, the Police will be consulted on any matters relating to bullying behaviour or Cyberbullying where the laws of harassment or threatening behaviour have been breached. Referral may also be made to the relevant local MASH if a young person is at risk of significant harm.

#### Cyberbullying

- The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Staff will follow the DfE guidance on 'Searching, Screening and Confiscation' (see link below).
- Parents have also been guided to resources related to cyber bullying and how to report any incidents of this. In addition, parents have been sent resources on guidance for Safer Internet Use .

#### **Links to further advice and guidance:**

##### **DfE Searching, Screening and Confiscation Feb 2014**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/554415/searching\\_screening\\_confiscation\\_advice\\_Sept\\_2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf)

## Appendix 1

# REWARDS AND SANCTIONS POLICY

## REWARDS

It is important to establish a culture in which praise and encouragement far outweigh the frequency of punishment and admonition.

Rewarding girls motivates them and creates the best climate for effective teaching and learning and reinforces our community values. The School wishes to take pride in celebrating the success of its pupils and in communicating this success to them and to their parents.

A system has been established to reward Effort, Achievement and Service in five areas, reflecting the goals of Sacred Heart Education. The key elements of this system, which are not intended to be exclusive, are:

- Frequent reminders in staff meetings of the importance of celebrating success, and of verbal and written praise and encouragement.
- School prizes and awards for all kinds of achievement.
- The award of merits in Years 7 to 9, leading to the presentation of Bronze, Silver, Gold and Gold Star badges, certificates, school shop or general vouchers.
- The award of merits in Years 10 and 11, leading to the presentation of Merit or Distinction awards, certificates, school shop vouchers or general vouchers.
- Individual departmental awards, such as player of the match award in school and house events.
- Public recognition from the Head on the award of a Gold, Gold Star or Distinction award.
- Announcements in House, Year and Whole School assemblies.
- The House Merit Cup is awarded annually to the House achieving the most merits. Monthly totals are announced in House Meetings.
- The Individual Merit Cup is awarded to the individual receiving the most merits during an academic year.
- Notice boards and the website used to record special achievements.

It will be the responsibility of the School Leadership Team to monitor the frequency and effectiveness of this system of rewards.

## A SYSTEM OF SANCTIONS

Sanctions are most useful when seen by everyone as a deterrent. When used they must be applied fairly and consistently, and appropriately to the seriousness of the offence. This means that there must be a scale of sanctions with it being clear whose responsibility it is to apply them at the appropriate level. Sanctions can be applied for unacceptable work as well as behaviour issues.

**In setting out the following scale of sanctions, the need for flexibility and common sense is emphasised.** The intention is to provide clarity in empowering members of staff to deal with situations themselves or know how and when to pass it on to higher authority. It should not preclude simple remedies like reporting a girl to her HoY, Housemistress, Head of Marden, Deputy Head Team.

It should be noted, however, that the teacher is responsible in the first instance for dealing with minor infringements. Simple admonishments, backed up by the authority of staff within the School, are often as effective as any formal sanction and should be the first recourse of any member of staff.

The corporal punishment of girls is prohibited at Woldingham School. This prohibition includes the administration of corporal punishment to a girl during any activity, whether or not within the School premises and applies to all members of staff, including those acting in *loco parentis*, such as unpaid, volunteer supervisors.

Physical intervention may be used to avert an immediate danger of personal injury to, or an immediate danger to the property of, a person - including the girl herself. (*See also Policy 2.5: Use of Reasonable Force*)

Sanctions are applied following a staged process that distinguishes poor behaviour from a poor attitude to academic work.

#### **LEVEL 1**

If a girl continues to exhibit minor classroom or school misbehaviour the teacher should, after giving an appropriate warning, move her within the classroom. Sending a girl out of the classroom for a short time is acceptable but the door must be kept open. Keeping a girl in during break or other time is also acceptable. Heads of Department are encouraged to become involved in helping out members of their department having problems with particular girls or groups, and teachers should make arrangements to send a girl to see the HoD when they need support.

On the occasion of a girl submitting unacceptable work, she should be asked to re-submit the work to a tight deadline.

Informing the Tutor/ HoY/Housemistress adds to the effectiveness of the sanction.

In Houses, HoY/Housemistresses will provide clear warnings to girls and may describe the consequences of failing to moderate their behaviour, in accordance with their House rules.

#### **LEVEL 2 DEPARTMENTAL DETENTION/ PASTORAL DETENTION**

This level would be applied for more serious offences or for persistent bad work or behaviour.

At this level, girls should be placed in a Departmental detention at a time of the HoD's choosing. The classroom teacher will record the detention in the database on the network, and send an e-mail to the girl's tutor, HoY/Housemistress and parent/guardian.

If a girl in the Sixth Form fails to complete work to the required standard, the teacher should inform the Tutor and Head of Sixth Form, and the Sixth Former can expect to be asked to repeat the work in a Sixth Form Detention. These detentions are held on Fridays from 4.30pm to 5.30pm, supervised by the Head of Sixth Form.

In Houses, HoY/Housemistresses can for instance apply a community charge or enforce an early breakfast, on a sliding scale of severity. A certain degree of flexibility is allowed but the

HoY/Housemistress will keep a written record of sanctions imposed at this level and parents may be informed. Housemistresses will run detentions when necessary for boarders.

Tutors will run pastoral detentions when required for uniform and punctuality infractions.

HOYs will also run detentions when appropriate.

### **LEVEL 3 SLT DETENTION**

On Fridays from 4.15pm to 5.15pm the SLT Detention will be held, supervised by a member of the SLT. A girl attending an SLT detention must wear her full school uniform. Girls receiving three departmental/pastoral detentions will automatically receive an SLT Detention, but this sanction can be applied immediately for any very serious offence or rudeness. The HoY will monitor the database on the network to identify those girls in their Year Group in receipt of three Departmental /Pastoral detentions and will inform the Deputy Head Team. The HoY/Housemistress will inform the girl concerned and her parents of the date of the detention, providing at least 24 hours' notice. Records of these sanctions will be kept on the database and only HoY/Housemistress may put girls into this detention (although other staff may request it). The HoY/Housemistress may place the girl on a Performance Monitoring Form and an appropriate progress monitoring plan would be agreed between the DHA, HoY and tutor.

A student missing a timetabled lesson without authorisation be sanctioned by the HoY and placed in the next available SLT detention.

A student found to have committed an act of plagiarism should also expect to receive an SLT detention at the discretion of the HoY.

In Houses, HoY/Housemistress will again be allowed a degree of flexibility but the sanctions could include the withdrawal of a girl from a school activity such as a school social, extra community duties, or the withdrawal of other privileges. When withdrawing a girl from a school activity, it is important to consider the effect on other girls involved in the activity, such as a sports team or an orchestra, and the teacher in charge of the school activity must always be consulted. A weekend gating is an effective sanction and the offence should be reported to the Head of Boarding and Deputy Head People. An appropriate behaviour monitoring plan maybe agreed with the tutor, and the HoY/Housemistress will inform the parents.

### **LEVEL 4 INTERVIEW WITH SLT AND PARENTS**

Upon receiving three SLT detentions or three similar punishments at Level 3, parents will be invited to an interview with a member of the SLT. It is hoped that the interview will establish an agreed contract on future behaviour or attitude. The outcome of the interview will be recorded and kept on file. Depending on the circumstances which led to the SLT detentions, a student may be suspended at level 4.

### **LEVEL 5 SUSPENSION (TEMPORARY AND INTERNAL)**

The Head may at her discretion suspend a girl from the School if the girl's attendance, progress or behaviour (including behaviour outside the School) is seriously unsatisfactory. An internal suspension may be appropriate, after an isolated serious incident for example, whereupon a girl will be kept at school but removed from all lessons and school activities. She will be supervised at all times, including mealtimes.

The Head may suspend a girl from the School if in her reasonable opinion the removal is in the School's best interests or those of the girl. The Deputy Head Team have the same authority in the Head's absence.

The parents/guardian will be informed before a girl is suspended, by a member of SLT, to arrange a collection time and ensure that appropriate work is taken home. The length of the suspension may vary according to the circumstances and nature of the offence but will generally not be longer than a week. If a Tier 4 pupil is suspended, she will be released to the care of their guardian or, if suitable arrangements cannot be made, will be internally suspended in school.

The Head will write a letter to the parents, which might include a formal warning and will see the girl and her parents/guardian on her return to school following the suspension.

#### LEVEL 6 PERMANENT EXCLUSION OR EXPULSION

If a student faces her third suspension, the Head will discuss her long-term future at the school with her parents.

For permanent exclusion a distinction is made between **expulsion** and **requirement to leave**. A girl is liable to **expulsion** for a grave breach of school discipline, for example a criminal offence or some wilful act calculated to cause serious damage to the School, its community or any of its members. Formal expulsion means that the girl's name will be removed from the School roll and reference to the facts and circumstances will be made in response to every request for a reference. A girl may be subject to expulsion, without having moved through levels 1 – 5, for a serious breach of school rules. For a breach of school discipline falling short of one for which expulsion is necessary, the girl may be **required to leave** permanently. In such circumstances reasonable assistance will be given in helping the girl to make a fresh start at another school. A boarder may also be required to leave the boarding house without necessarily being required to leave the School. In any circumstances where permanent suspension is being considered, the Head is required to act fairly and in accordance with the principles of natural justice. She will use every reasonable endeavour to contact parents before any final decision is taken.

All records of suspensions will be kept in the Head's Office and must be notified to the Chairman of Governors. The procedure for appealing against a permanent suspension is set out in the Complaints Policy to be found on the School website or can be viewed at School upon request.

For all permanent exclusions, a Tier 4 check is in place. This is to ensure the school is compliant with their responsibility of the Tier 4 Visa and what is expected if a Tier 4 pupil is excluded.

#### Sanctions Policy (for during School day and any other regulated activities)

Level	Poor Behaviour	Poor attitude to work	Sanction
1	First few instances of low-level disruption and, or impoliteness and lack of regard for others	First instance in a term of late or very poor-quality study (where the teacher uses reasonable judgement to conclude that this is due to lack of effort)	<p><b>Poor behaviour</b> – Warn, move, remove and send to HoD For punctuality and uniform etc, warn and discuss expectations. Send to HOY if needed.</p> <p><b>Poor work</b> – re-submit on a tight deadline</p>
2	Repeated low level disruption or a first instance of more serious rudeness or disruption	Repeated (i.e. twice or more) late, missing or poor-quality work	<p><b>Poor behaviour</b> - Departmental detention (at time of HoD's choosing) with extra work set</p> <p>Pastoral Detention for repeat offences regarding uniform ,punctuality etc</p> <p><b>Poor work</b> – Complete/repeat work in a departmental detention – Sixth Former will complete/repeat work in a Sixth Form Detention</p> <p>Classroom teacher to record detention in database on spread sheet in staff area and email tutor and HoY. (HoY will monitor</p>

			database weekly and alert Senior Deputy Head if it is necessary to move to Level 3)
<b>3</b>	As an automatic result of three departmental / pastoral detentions (whether behavioural or work related in origin) or truancy from a timetabled lesson  <b>Or</b> as a result of any <i>very serious</i> rude or disruptive behaviour (e.g. intimidating another student or personally insulting a member of staff)	See previous column	Centralised SLT detention. Parents informed by HoY/Housemistress and provided with at least 24 hours notice.  Where appropriate, PMF to be issued and appropriate progress monitoring plan agreed between DHA, HoY and tutor.  A girl playing truant from a timetabled lesson will be placed in SLT detention
<b>4</b>	As an automatic result of 3 centralised detentions	As an automatic result of 3 centralised detentions	Interview with SLT member(s) and parents.
<b>5</b>	Continuation of poor behaviour after Level 4 has been reached  <b>Or</b> any <i>exceptionally serious</i> breach of behavioural rules	Continuation of poor attitude to work after Level 4 has been reached	Probable suspension, at the reasonable discretion of the Head
<b>6</b>	Continuation of poor behaviour after two suspensions  <b>Or</b> any <i>extreme</i> breach of behavioural rules	Continuation of poor attitude to work after two suspensions	Probable expulsion, at the reasonable discretion of the Head

#### Sanctions Policy (outside the school day/regulated activities)

Level	BEHAVIOUR	SANCTION
<b>1</b>	First instance of low-level disruption poor behaviour, or impoliteness or lack of regard for others  First occasion Lateness/non-attendance at breakfast, breaking curfew, TALO, being out of your own room after LO, lack of attendance/respect at Night Prayers	Warning that behaviour is unacceptable and that future incidents will be sanctioned  Warning that future lateness will result in 7.30 breakfast

2	<p><b>Repeated</b> low level disruption or a first instance of more serious rudeness or disruption</p> <p><b>Second occasion</b> of lateness/non-attendance at breakfast, breaking curfew, TALO, being out of your own room after LO, lack of attendance/respect at Night Prayers</p> <p><b>Third occasion</b> of lateness/non-attendance at breakfast, breaking curfew, TALO, being out of your own room after LO</p>	<p>Community charge, at discretion of HOY/Housemistress. Parents informed.</p> <p>7.30 breakfast and warning that next offence will result in having to present yourself outside year office at 7.10am. Parents informed.</p> <p>Detention issued. Parents informed.</p>
3	<p>Repeated inappropriate behaviour or very serious first instance of poor behaviour</p> <p><b>Or</b> as a result of any <i>very serious</i> rude or disruptive behaviour (e.g. intimidating another student or personally insulting a member of staff)</p>	<p>Weekend gating. Referred to Head of Boarding and /or DHP.</p> <p>PMF to be issued and appropriate behaviour monitoring plan agreed between Deputy Head Peoplel, HoY/HM and tutor. Parents informed.</p>
4	<p>No improvement after level 3</p>	<p>Interview with SLT member(s) and parents.</p>
5	<p>Continuation of poor behaviour after Level 4 has been reached</p> <p><b>Or</b> any <i>exceptionally serious</i> breach of behavioural rules</p> <p>Breach of trust on exeat</p>	<p>Probable suspension, at the reasonable discretion of the Head</p>
6	<p>Continuation of poor behaviour after two suspensions</p> <p><b>Or</b> any <i>extreme</i> breach of behavioural rules</p>	<p>Probable expulsion, at the reasonable discretion of the Head</p>

**Other Sanctions:**

- Repeated instance of infringement of uniform regulations – Student put on uniform report card. Parents informed.
- Repeated instance of lack of academic work – academic progress card.
- Students may be placed on report for a period of monitoring to help them meet expectations. These targets will be agreed with the pupils and Pastoral team.
- Rooms untidy: Sanction - rooms locked.