



MILTON ABBEY

Anti-Bullying Statement and Anti-Bullying Policy and Procedure

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Anti-Bullying Statement

At Milton Abbey we aim to create an environment that enables pupils to build a secure emotional platform to support their personal, social and academic wellbeing. This environment should enable pupils and staff to cultivate an inclusive community that fosters positive attitudes, relationships and a sense of personal wellbeing and fulfilment. Bullying behaviour of any kind is anti-social and will not be tolerated. Although it is rare, bullying can occur and all pupils and parents should be able to inform someone within the school and have confidence that the incident will be dealt with promptly, effectively and appropriately.

As a school, we approach forms of bullying through the following methods:

1. Education:

- a. **Pupils** are given opportunities formally and informally to recognise, discuss and evaluate signs of bullying based on our values and expectations of pupil conduct.
- b. **Staff** training and development is targeted to raise awareness of the impact and effects of bullying; outline and develop school policy and procedure; and develop confidence and effectiveness in challenging and sanctioning bullying behaviours.

2. Intervention and Sanctions:

- a. Milton Abbey prides itself on treating all cases of bullying with considered circumspection. Using an empathic approach towards all parties, pupils will have the opportunity to be heard with reason and expectations in line with the school's expectations of good conduct.

3. Safeguarding:

- a. If there is reasonable cause to believe that a child is suffering or is likely to suffer significant harm due to a bullying incident, it will be treated as a child protection concern (refer to Milton Abbey Safeguarding Policy and Child Protection Procedures).

Definition

For the purposes of this policy, 'bullying' is defined as intentional, repetitive and/or persistent behaviour by an individual or group with the intention of emotionally or physically harming another member or group of our community. Bullying can often be identified through an imbalance of power within a relationship and may include unpleasant, aggressive or anti-social behaviour. When identifying behaviours that we would consider as bullying, we aim to address if the actions have been; face to face, through third parties or through various forms of media (written messages, visual images, email, SMS, MMS or via any social media platform).

Anti-Bullying Policy and Procedure

Aim

At Milton Abbey we aim to create an environment that enables pupils to build a secure emotional platform to support their personal, social and academic wellbeing. This environment should enable pupils and staff to cultivate an inclusive community that fosters positive attitudes, relationships and a sense of personal wellbeing and fulfilment. Bullying of any kind is anti-social behaviour and will not be tolerated. Although it is rare, bullying can occur and all pupils and parents should be able to inform someone within the school and have confidence that the incident will be dealt with promptly, effectively and appropriately.

As a school, we approach forms of bullying through the following methods:

1. Education:

- a. **Pupils** are given opportunities formally and informally to recognise, discuss and evaluate signs of bullying based on our values and expectations of pupil conduct. There is a core focus on care and open-mindedness towards individuals.
 - i. Pupils with identified Special Educational Needs or Disability (SEND), are adopted or young carers are supported to access the curriculum and educational opportunities either through pastoral intervention or specific learning support.
- b. **Staff** training and development is targeted to:
 - i. Raise awareness of the impact and effects of bullying.
 - ii. Outline and develop school policy and procedure.
 - iii. Develop staff confidence and effectiveness in challenging and sanctioning bullying behaviours.

2. Policy and Procedure:

- a. Policy and procedure is developed through an annually reviewed anti-bullying policy and a complaints procedure that is clear and structured.
- b. As a school, a collaborative infrastructure is enabled to create relevant and actionable procedures to support an anti-bullying environment.

3. Pupil Awareness:

- a. Through fostering a caring, safe environment, pupils are encouraged to notice and recognise signs of bullying behaviours or its consequences in other pupils and be confident in raising their concerns to a peer or member of staff.

4. Intervention and Sanctions:

- a. Milton Abbey prides itself on treating all cases of bullying with well-considered circumspection.
- b. Using an empathic approach towards all parties, pupils will have the opportunity to be heard with reason and expectations in line with the school expectations of good conduct.
- c. Staff will investigate in line with the Behaviour Policy and respond accordingly with the best interests of pupils at the fore.

5. Safeguarding:

- a. If there is reasonable cause to believe that a child is suffering or is likely to suffer significant harm due to a bullying incident, it will be treated as a child protection concern. (*Refer to Milton Abbey Safeguarding Policy and Child Protection Procedures*).
- b. Milton Abbey has a Safeguarding Team led by the Designated Safeguarding Lead (DSL).

- c. Safeguarding information is recorded on the MyConcern safeguarding system so that it is accessible to all members of the Safeguarding Team. Within this policy, consider references to the DSL as being to the Designated Safeguarding Lead or member of the Safeguarding Team.

Definition

There is no legal definition of bullying, however, it is usually defined as behaviour that can be:

- Isolated to a single incident.
- Repeated.
- Intended to hurt someone either physically or emotionally.
- Often aimed at certain groups (usually those protected under the Equalities Act 2010), e.g. race, religion, gender or sexual orientation.
- Between two individuals or a group of people.

Bullying can take many forms, and may include:

- Physical assault
- Teasing
- Making threats
- Name calling
- Online or cyber-bullying - bullying via mobile phone or online (e.g. email, social media platforms).

At Milton Abbey, bullying is defined as behaviour that falls short of the expectations of pupil conduct where there has been intentional, repetitive and/or persistent behaviour that hurts another member of our community physically or emotionally. Bullying can often be identified through an imbalance of power within a relationship and may also include unpleasant, aggressive or anti-social behaviour. When identifying behaviours that we would consider as bullying, we aim to address if the actions have been:

- Face to face
- Through third parties
- Through various forms of media (written messages, visual images, email, SMS, MMS or via any social media platform).

Bullying can occur at any time, and we recognise that as a school with boarders, unlike at day schools, boarders who are being bullied (offline) cannot escape their bullies for long periods of time as they are not going home as often. Perpetrators and victims of acts of bullying that take place within or external to the Milton Abbey community will be considered in line with this policy. Acts of bullying are categorised in the areas outlined below. These categories are not an exhaustive list and distinct from each other; acts of bullying can be a combination of multiple behaviours.

Emotional	Verbal
<ul style="list-style-type: none"> • Being deliberately unfriendly • Isolating/ excluding people from groups • Tormenting others • Hiding possessions • Making threatening gestures • Damaging/ theft of property • Harassment 	<ul style="list-style-type: none"> • Name calling • Teasing • Mocking • Spreading/ creating rumours • Making offensive comments • Taunting/ provoking
Physical	Cyber (online)
<ul style="list-style-type: none"> • Pushing, kicking, hitting, punching... • Spitting • Inappropriate touching (e.g. Goosing) • Unwelcomed/ unwanted contact of a sexualised nature • Any form of physical violence (by definition: using part of your body to control another) 	<ul style="list-style-type: none"> • Misuse of all areas of the internet (in line with the Online Safety Policy) • Using email and chat rooms, mobile phones, social media platforms, text messaging, camera or video technology to deliberately cause offence, torment or spread rumours • Sharing of visual/ written information without consent • Recording (audio/ visually) another person without their consent
Discriminatory	
<p>All pupils are protected under the Equalities Act 2010 and as such, each of the protected groups outlined in this act are considered in line with the Anti-Bullying Policy. There is a core focus on the following of the 9 protected characteristics (marriage and pregnancy/ maternity are not essential in relation to this policy):</p>	
Race	Sexual Orientation
<ul style="list-style-type: none"> • Offensive language or terminology • Racist taunts • Gestures • Graffiti 	<ul style="list-style-type: none"> • Offensive language or terminology • Homophobic taunts/ comment • Isolation • Exclusion
Gender (Sex) & Gender Reassignment	Religion/ Belief
<ul style="list-style-type: none"> • Unwanted physical contact • Sexually abusive comments • Sexist teasing / taunts / comments • Gender based bias • Offensive language or terminology • Isolation/exclusion 	<ul style="list-style-type: none"> • Anti-religious or sectarian taunts/ gestures • Graffiti • Harassment • Inciting extremist ideology
Age	Disability (Physical & Mental)
<ul style="list-style-type: none"> • Taunts • Comments • Exclusion 	<ul style="list-style-type: none"> • Offensive language or terminology • Harassment • Taunting/ comments • Gestures • Teasing based on perceived ability

Pupils with Special Educational Needs or Disability (SEND) are at higher risk of being bullied, this policy recognises that disablist bullying can go undetected if the victim is unable to understand, recognise and correctly label what is happening to them as being “bullying”.

Milton Abbey uses curriculum, pastoral and inclusion intervention and opportunities through PSHE lessons, Learning Development and Tutorials to ensure pupils with SEND can be taught about bullying awareness so that they know what is wrong, and be supported to find the confidence to challenge behaviour directed towards them that they are unhappy with.

Bullying is considered to be a serious breach of the pupil code of conduct. The consequences of bullying can do lasting harm to both victims and perpetrators.

- Victims of bullying should expect to be supported and feel safe within their home and learning environment.
- Perpetrators of bullying should expect to be sanctioned in accordance with this policy and supported to address their habits and behaviours to demonstrate a greater degree of empathy towards others.

Child-on-Child Abuse:

- Bullying can be identified as a form of abuse; by definition, abuse is the act of treating someone with cruelty or violence, especially regularly or repeatedly.
- Any form of bullying that causes significant harm to another, be it through actions that are physical, sexual or emotional could be considered ‘abuse’ and a dealt with as a serious bullying offence in line with this Policy and the school’s Safeguarding Policy.

Policy Objectives

- To foster a nurturing environment in which pupils respect themselves and are able to empathise with others.
- To encourage pupils to regulate and conduct themselves with courteous behaviours and habits such as being kind, fair, and honest.
- To underpin a collaborative infrastructure that supports relevant and actionable procedures that create an effective environment in which all pupils can live and learn.
- To enable pupils to be accountable for their actions using clear considered guidance inline with the school Code of Conduct and Behaviour Policy.
- To cultivate a school community that rejects bullying in any form through informed awareness and vigilance.
- To create an open and supportive climate for all pupils, including those who have been victims or perpetrators of bullying behaviours.
- To deliver a transparent policy that ensures pupils, parents and staff are aware of the procedures should bullying arise.
- To ensure the needs of all parties affected by bullying behaviours are met by all affected parties.

Whole School Strategies

Milton Abbey Code of Conduct

- Published in the Pupil Handbook.
- Discussed with pupils during the Welfare and Safeguarding Induction and Update annually.
- Emphasises Milton Abbey whole school values of respect and care within the school community.

PSHE

- The PSHE provision at Milton Abbey School is delivered during an hour session on a weekly basis to each pupil. The core curriculum is delivered via a thematic basis over the course of each half term. It is expected that each 'half term' will comprise of 5- 7 lessons.
- The core themes within Lower School PSHE curriculum (Jigsaw) fall within the following six areas:

Being Me in My World	<ul style="list-style-type: none"> • <i>Who am I and how do I fit?</i>
Celebrating Difference	<ul style="list-style-type: none"> • <i>Respect for similarity and difference. Anti-bullying and being unique.</i>
Dreams and Goals	<ul style="list-style-type: none"> • <i>Aspirations, how to achieve goals and understanding the emotions that go with this.</i>
Healthy Me	<ul style="list-style-type: none"> • <i>Being and keeping safe and healthy.</i>
Relationships	<ul style="list-style-type: none"> • <i>Building positive, healthy relationships.</i>
Changing Me	<ul style="list-style-type: none"> • <i>Coping positively with change</i>

- The six core themes within the Cre8tive Sixth Form (Key Stage 5) PSHE programme are as follows:

Core Theme 1	Citizenship British Values
Core Theme 2	Citizenship PSHE British Values
Core Theme 3	PSHE Statutory Health Statutory Relationships and Sex Education
Core Theme 4	PSHE Statutory Health Statutory Relationships and Sex Education
Core Theme 5	PSHE Statutory Health
Core Theme 6	Careers – Gatsby Benchmarks Careers Development Framework PSHE + SMSC

- The eight units delivered across the Lower Sixth and Middle Sixth PSHE course are:

Personal Finance
Health and Wellbeing
Health, Safety & Diversity
Drugs and Risk Education
Positive Wellbeing
Careers
Relationships and Sex Education
Emotional wellbeing

- Each of these core themes create the educational opportunities for pupils to discuss, challenge and respond in their development as learners within our community.
- The Equalities Act 2010 is discretely delivered through ‘Celebrating Difference’ in the Third, Fourth and Fifth Forms, whilst in the Sixth Form programme (Cre8tive), it is discretely covered in the Lower Sixth ‘Health, Safety and Diversity’ unit.

School Community

- Whole School Assemblies, House Meetings and Chapel Services regularly focus on issues such as respect, friendship, community values and bullying itself.

Staff

- All staff are expected to treat all pupils with respect, fairness and justice.
- There are currently two members of staff on duty plus a ‘Duty House’ each day during all free time around the school premises.
- Matrons are available in the houses at varying times throughout the school day Monday to Saturday.
- The staff to pupil ratio enables a significant adult presence around the school. Pupils therefore have easy access to staff members if the need arises.
- All the staff have a pastoral duty within the school, and most are assigned or affiliated to a house tutor team.
- Pupils have independent adults they can contact and talk to in confidence, including the Independent Listener and School Counsellors whom they can contact directly. All cases are treated with discretion and sensitivity.
- Staff are asked to watch for early signs of distress in pupils (deterioration in work, spurious illness, isolation, avoidance of their own peer group) and report any concerns to the appropriate Housemaster/Housemistress (HSM).
- All staff flag any pupil of great concern during a weekly whole staff meeting ‘Flagging’ to raise awareness and create opportunities for support in and around school.

Peer Support

- Each house annually supports the election of their Head and Deputy Head of House. These pupils are chosen from the Middle Sixth Form. Their responsibilities include leading a small house team (additional Middle Sixth and Lower Sixth pupils who are Pilots and Stripes) that support the operational management of the house (bedtimes, socials etc.).
- House leaders offer support to all pupils, particularly new starters in navigating boarding life.

Procedure for dealing with unkindness and bullying: All Staff

Initial report

- Staff who witness unkind or bullying behaviour or have a report made to them by a pupil or parent will record the information on the school safeguarding system 'MyConcern' promptly.
- Staff will alert the HSMs of all pupils involved and, if it appears that a child is suffering or likely to suffer significant harm, the Designated Safeguarding Lead will also be notified immediately
- Staff will explain to any person reporting who the information has been passed to.
- All reports of bullying are to be taken seriously and dealt with promptly.

Safeguarding and pastoral care of all pupils

- HSMs of all pupils involved will ensure that measures are in place to support all pupils throughout the process of investigation and response.
- HSMs will notify parents of pupils involved.
- HSMs will 'flag' the pupil concerned informing staff and asking them to observe the pupil and report any incidents which might be regarded as bullying.
- The Safeguarding Team will monitor any concerns regarding unkindness and bullying.

Investigation

- The HSM, together with other HSMs, members of the Safeguarding Team or Senior Leadership Team (SLT) as required, will conduct an investigation according to the usual school procedures.
- If the report is substantiated, the HSM together with the Deputy Head Pastoral and the Senior Deputy Head (if serious sanctions are appropriate) will decide on the school response.

Response

Where a pupil has been found to have been unkind to another pupil, the response will depend on a number of factors:

- a. where the behaviour is accidental or deliberate;
 - b. where the behaviour is repeated;
 - c. any imbalance of power;
 - d. the nature of the unkindness (including any discriminatory aspects);
 - e. the wider context for the unkindness (for example, behaviour that has occurred as a result of unkindness to the perpetrator, or where more than one pupil or group has been unkind to others).
- The unkindness will be recorded on the school MIS.
 - The pupil may be offered support such as an educative or restorative conversation or counselling to self-reflect and take ownership of their behaviours whilst addressing their impact on themselves and others.
 - Sanctions may be applied in accordance with the school Behaviour Policy; these will be recorded on the MIS.
 - Where intentional, repetitive and/or persistent behaviour that hurts another member of our community physically or emotionally occurs, a letter will be sent to parents by the HSM or DSL informing them of the concerns and the school response, and a note placed in the central file.
 - For serious incidents, if there is reasonable cause to believe that a child is suffering or likely to suffer significant harm, a referral will be made to outside agencies (the Police or Children's Social Care).

- HSMs of all pupils involved will ensure that measures are in place to support all pupils throughout the process of investigation and response.

Multiple/Prolonged Incidents

If investigations into a case of bullying indicate there are multiple pupils involved, or that the matter has been an on-going issue for a significant period of time, several actions will take place:

- **Individual Pastoral Plan**
 - For any involved party an Individual Support Plan (IPP) should be instigated to identify clear strategies to support pupils.
 - The IPP is triggered by HSMs to bring together key stakeholders and outline the priority concerns, pupil strengths and interests, targets that we would like to achieve with the pupil, strategies, and actions led by staff involved in the process.
 - The IPP is then reviewed in line with the needs of the case.
 - This information is shared with the Designated Safeguarding Lead/ Safeguarding Team and Deputy Head Pastoral and filed with the centralised pupil records and in house.
- **Peer Support**
 - Where appropriate to do so, HSMs can use leaders within their houses to provide support and guidance for any pupils involved.
 - HSMs will monitor this process and ask both pupils to feedback their progress regularly.
- **Group Work**
 - Facilitated workshops and restorative conversations that engage pupils to be open and honest can provide valuable opportunities to rebuild community bridges with affected parties.
 - These workshops will be led by staff and encourage an honest and open dialogue in a safe environment.
 - Staff will always ensure there are clear ground rules to enable effective discussion.

Monitoring and Reviews

- HSMs will oversee monitoring of the situation in conjunction with the Deputy Head Pastoral.
- Reviews will always consider the intended outcomes, actual outcomes and assess the need for revised action plans/objectives to continue or cease monitoring.
- In extreme cases, the Headmaster can be asked to join such meetings.

Feedback

- At each stage of the procedure, staff will be kept informed at flagging sessions of any pupils requiring monitoring.
- The school will make clear to all pupils involved, and their parents, actions the school is taking, why they are being taken and what pupils and parents can do to support those decisions.

Procedure for Dealing with Bullying: Pupils

At Milton Abbey we all have the right to be valued, as a school we aim to work and live as a cohesive community that respects and takes care of one another. Milton Abbey School is a place where the primary goal is to ensure pupils have engaging and fulfilling experiences during their time living and working here.

There is a basic expectation that the pupils of Milton Abbey School will conduct themselves according to the Pupil Handbook, and in particular the pupil Code of Conduct that reminds you to R.E.A.C.H. at all times.

We all have a responsibility to value and take care of each other, therefore if you are concerned about any behaviours (your own or others), please talk to someone.

If at any time you should wish to talk to someone in school please talk to:

- Housemaster / Housemistress (HSM)
- Assistant HSM, Resident Tutor or Matron
- Tutor
- Head of House/ School Pilot
- The Health Centre
- School Counsellor
- The Independent Listener
- The Deputy Head Pastoral
- The Designated Safeguarding Lead or member of the Safeguarding Team

Policy References:

- www.bullying.co.uk
- www.childline.co.uk
- www.youngminds.org.uk
- www.gov.uk/bullying
- www.kidscape.org.uk