



MARLBOROUGH COLLEGE

Countering Bullying Policy

This policy addresses The Independent Schools Standards Regulations February 2016, Part 3, para 9 and 10, and the National Minimum Standards for Boarding Schools (April 2015).

Standard 12 – Promoting Positive Behaviour and Relationships

12.1 The School has and consistently implements a written policy to promote good behaviour amongst pupils. This policy includes:

- measures to combat bullying, including cyberbullying, and to promote positive behaviour

Aims and Objectives

This policy aims to fulfil the College’s “Duty of Care” to safeguard and promote the welfare of all its pupils. It should be read in conjunction with the following documents:

Pastoral Aims

Safeguarding & Child Protection Policy

College Policy on Peer on Peer Abuse

Policy for the Care of Pupils who are Unwell

Policy on Pupil Access to Pastoral Support

Behaviour Management Policy

PSHE Policy

Exclusion for Misconduct Policy

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 such that all pupils can develop to their full potential.

The strong expectation exists that the community is based upon mutual respect, courtesy, fairness and compassion. This expectation is reinforced both by the actions and responsibilities of the adults and senior pupils within the community, and also by our documentation, including that listed above, and appended to this Policy.

We expect pupils to treat members of staff, and members of staff to treat pupils, with courtesy and co-operation so that they can learn in a relaxed, but orderly, atmosphere. We expect pupils 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. Acceptance of this policy forms part of our standard terms and conditions. This policy is available to parents of pupils and prospective pupils on our website. It is also available and made known to staff and boarders, including recently appointed staff.

Bullying, harassment, victimisation and discrimination will not be tolerated. We treat all our pupils 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. This policy applies to all day and boarding pupils in the school.

Bullying Statement

The College's Senior Pupils were invited to develop a statement setting out both a definition of bullying, and the College's expectations. A brief version of this statement is found in the Termly Almanac for pupils, staff and parents; a full version is contained within the Parents' Handbook, which is issued to parents when pupils join the school, and is also found on House Notice Boards.

The Statement was last reviewed with Heads of Houses in 2016.
The full Statement can be found in Appendix A.

In it, bullying is defined as "repeated, intentional, unprovoked, malicious actions or words, either directly or via other media, which cause distress, making others feel unhappy and insecure."

The right of all members of the College to enjoy their lives free of bullying and harassment is asserted, as is the expectation to treat others as members hope to be treated themselves, in an atmosphere of mutual respect, and to act to show disapproval of bullying.

This Policy 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 or identity, 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 sites such as YouTube, Instagram or Snapchat).
- 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 - pupils, other young people, staff and parents. Bullying is often hidden and subtle. It can also be overt and intimidatory.
- Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour.

The College's Response to Bullying

In the Bullying Statement (Appendix A) the right of any individual who feels bullied or intimidated to expect any senior member of the College – pupil, captain, prefect or member of staff – to listen and to deal with the problem promptly and sensitively is asserted.

The College will always treat bullying, including allegations of bullying, seriously and believes that to do nothing is to condone bullying.

Bullying is in direct contradiction of the College's policy on Equal Opportunities, as well as contrasting sharply with its Pastoral Aims, Marlborough Charter and general ethos.

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

This is based on the following beliefs:

- That pupils will respond positively to the clearly articulated expectation to be kind, but that this might need reinforcement and practical explanation, especially for younger pupils;
- That sometimes it might not be an intention to cause distress and hurt, but that this is the consequence of a pupil's actions;
- That the line between “banter” and bullying behaviour can be misunderstood by pupils 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 pupils, parents and staff, and that by acting promptly to demonstrate disapproval of unkindness and overly – physical horseplay there is less likelihood of repetition such that bullying behaviour develops;
- That a “speaking out” culture is desirable, and that pupils should be strongly 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, or unintended hurt, 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.

It is likely, based on the College's experience, that issues of unkindness and bullying are first raised in the context of the boarding house, either by pupils to members of the pastoral team (Housemaster or Housemistress, Tutors, Dame, Captains, Sacristans or Head of House), or by other adults to members of the pastoral team, or by parents to HM.

Thus the College's first response must be to offer a pupil who feels bullied re-assurance of support and safety within the context of the boarding house, and of full access to the pastoral support of the adult members of the house, and of the wider pastoral support team, such as the College Counsellor.

HMs will always pass on information about allegations and unkindness and bullying, from whatever quarter, to the Deputy Head (Boarding) and Second Master, promptly and directly. 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 Deputy Head (Boarding) to maintain a record of all instances where HMs and others have dealt with unkindness and bullying between pupils, such that patterns can be observed and monitored.

Stage 1 – Informal Reparation

The first stage response recognises that Marlborough College is an educational environment, where pupils learn and develop important social and personal skills throughout adolescence. These include an increasing capacity for empathy (“seeing the world through the eyes of another”), a growing ability to think before acting or speaking impulsively, and the ability to exert control over one's actions and reactions, including to provocation.

In other words, the first stage response acknowledges that pupils, especially those in the Lower School, are still in the process of learning how to behave, including how to behave when living closely together in a boarding community. While it is far from inevitable that they will make mistakes, the College's response has to acknowledge

that young people do, on occasion, behave unkindly to one another and/or without sufficient thought, and that it is generally appropriate for this to be used as an opportunity for them to learn rather than simply to be punished. As with other aspects of behaviour in the school environment, it is often not a mistake, but an inability to learn from that mistake, that would cause the greatest concern.

Hence, in the first instance, HMs would usually deal with perceived acts of unkindness through discussion with those involved. The Deputy Head (Boarding) and Second Master would be informed.

Where pupils across two or more houses are involved in perceived acts of unkindness, HMs will contact all other HMs of the houses involved with a clear indication of what has been alleged, including details of time and place. The Deputy Head (Boarding) and Second Master will be informed at this stage.

In the first instance, individual HMs will talk to the members of their house, with the emphasis on education and reparation.

Depending on the circumstances, 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(s) and its acceptance by the victim(s).

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 HM(s) involved, in discussion with the Deputy Head (Boarding) and Second Master, that the perpetrators of unkind behaviour meet with these two 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;
- Pupil 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 houses, and across time, and to reinforce the College's expectations, it is also important that HMs are mindful of the views of the victim(s), and his or her parents, regarding the manner in which incidents are dealt with.

Stages 1 and 2 are particularly helpful in dealing with younger (Lower School) pupils, and it is likely that the document Lower School Behaviour (Appendix B) will be used in clarifying expectations. In stage 2, it is likely that pupils will be asked to sign a copy of this document, to indicate their understanding of the behavioural expectations upon them, and this will be retained in pupil files.

In stages 1 and 2, a record will be made by the Deputy Head (Boarding), such that patterns of behaviour can be identified.

HMs 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. It is sometimes appropriate, at Stage 2

level, for a brief period of gating to be used as a sanction, with which to reinforce to the perpetrator(s) and to others, our expectations about behaviour.

Stage 3 – Allegation of bullying

An allegation of bullying (according to the definition set out above) will result in a disciplinary investigation carried out by the HM in conjunction with the Deputy Head (Boarding) and Second Master. Written notes will be kept, in accordance with the procedure set out in the Exclusion for Misconduct Policy.

If the allegation is found to be justified, appropriate disciplinary responses may include a period of internal gating, 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 pupils; 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 pupils concerned. It may be necessary to draw up a welfare plan / risk assessment to support pupils concerned.

Pupils and their parents must be aware of the College's responsibility to involve other statutory agencies (such as Local Safeguarding Children Boards, or the Police) where there is evidence of a crime having been committed or where Child Protection issues are involved, including where peer on peer abuse is suspected.

Indications of Bullying

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

- Unwillingness to return to school after privs, holidays, exeats or other absence
- 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 Medical Centre 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 believes that taking action and 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

- We have a strong and experienced pastoral team of House Master/Mistresses, tutors, Heads of Year, Dames who work with the Deputy Head (Boarding) and Second Master and are trained in handling any incidents as an immediate priority, and are alert to possible signs of bullying.

Our pastoral team gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies. Specific CPD is regularly available.

- In boarding houses, there are strong teams of tutors and Dames supporting the HMs, who act *in loco parentis*. The informal house environment is important in reinforcing a pupil's standards and values providing the opportunity for friendly, informal discussion of matters of concern to the individual pupil outside the formal classroom.
- We encourage close contact between the HMs and parents/guardians, and would always make contact if we were worried about a pupil's well-being.
- The Lead Counsellor is an important part of our pastoral support service, providing specialist skills of assessment and counselling. She is available to give confidential advice and counselling support to pupils who can refer themselves to her when they have social, emotional or behavioural concerns, or be referred to her via a number of routes (Ref. Policy for the Care of Pupils who are Unwell). Access to the Counselling Team is widely publicised.
- The School Chaplains will give support and guidance to pupils of all faiths, who are able to refer themselves to them. The Chaplain will provide confidential advice and seek to encourage the development of tolerance, understanding and respect for others in accordance with the principles of the Anglican faith of the College.
- All boarding houses and the Medical Centre display advice on where pupils can seek help, including details of confidential helplines and websites connecting to external specialists, such as Childline, Samaritans, Childnet, Stonewall etc., as well as contact details for the Counsellor, College Ombudsman (Independent Listener) and the Children's Commissioner for England.

Induction

- All new pupils (Shell and Lower Sixth) 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 which explain the College's behavioural expectation in respect of kindness and against bullying.
- The Heads of Year, plus senior pupils in boarding houses (Sacristans, Heads of Shell) and Prefects with designated responsibility for specific Lower School yeargroups work together to embed expectations, to reinforce the culture of speaking out against unkindness and to provide points of contact to whom younger pupils may easily turn to discuss bullying.
- The College condemns the notion of initiation rituals or ceremonies intended to cause pain, anxiety or humiliation, and uses surveys of Shell pupils to assess the success of house induction (see below – Monitoring).

Training and Education

- Our PSHE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. Work in the first term of the Shell (Year 9) includes the drawing up of a Bullying Charter on a house by house basis, such that pupils collaboratively express what they understand by bullying, and what behaviour they will accept in the context of their own boarding communities. This Charter is revisited at the start of the Remove (Year 10) as pupils move into a different position within the dynamic of the house.
- The PSHE programme builds on work of bullying specialist Robert Higgs, interpreted by older pupils and/or staff, to deliver an introduction to issues of bullying in schools, including cyber-bullying and not being a bystander to bullying, as the basis for further, guided work in house groups.
- Pupils in the Shell also receive training from an external speaker about Digital Safety. This presentation covers issues of what cyber-bullying is, the law in relation to digital safety and 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. Education for Shell parents on this subject is offered annually.
- Other lessons, particularly Form, RS and English highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills.

Monitoring

- In the first term, Shell pupils are surveyed informally, in houses, by the first Exeat, as part of their induction to boarding. This survey (Appendix C) addresses the issue of initiation rituals as part of the College's commitment to there being nothing of this sort intended to cause pain, anxiety or humiliation.
- Shell pupils are also surveyed, anonymously, at the end of their first half term, such that a picture of their experiences of bullying can be gained.

Cyberbullying

- The College asks all pupils to adhere to its code of conduct for the safe use of the internet, and pupils sign this code to indicate that they have read and understood its terms.
- Certain sites are blocked by our filtering system and our IT Department monitors pupils' use.
- The College may impose sanctions for the misuse, or attempted misuse of digital technology, including the internet.
- The College issues all pupils with their own personal school email address and offers guidance on keeping names, addresses, passwords and other personal details safe, through ICT lessons.
- The College offers guidance on the safe use of social networking sites and cyberbullying through the PSHE programme which covers blocking, removing contacts from 'friends' lists' and sharing personal data. MDM (Mobile Device Management) systems are in place on pupil devices, from the Shell.

A Culture of Speaking Out

- All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place: an email address exists to facilitate "anonymised" pupil reporting of bullying. (Appendix F). Shell pupils are given wristbands to ensure wide publicity of this email address.

- We provide leadership training to the team of Prefects/Heads of Houses/Sacristans which specifically covers the importance of offering support and assistance to younger and to vulnerable pupils. Prefects and Head of Houses receive a Child Protection briefing. Prefects, Heads of Houses and Sacristans meet regularly with senior adult staff (Head of Sixth Form, Deputy Head (Boarding), Chaplain, Proctor, Second Master) such that any concerns they have can be easily relayed.
- Prefects are involved in drawing up a Charter which is shared, by them, with pupils via yeargroup Assemblies. The Charter stresses the importance of compassionate relations throughout the community and of standing up for what is right (Appendix D).
- We reserve the right to investigate incidents that take place outside school terms, on school visits and trips, involving our pupils.
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures.

Author: Management Team

Where Found: College Website

Policy Date: Michaelmas 2018

Policy Review: Michaelmas 2019

Bullying Statement

Bullying is repeated, intentional, unprovoked, malicious actions or words, either directly or via other media, which cause distress, making others feel unhappy and insecure.

All Members of Marlborough College have the right to enjoy their lives free of bullying and harassment and are expected to treat others as they hope to be treated themselves in an atmosphere of mutual respect. They are expected to do all they can to show disapproval of bullying.

An individual who feels bullied or intimidated has the right to expect any senior member of the College – pupil, captain, prefect or member of staff – to listen and to act promptly and sensitively to deal with the problem.

Bullying will always be treated seriously and the school believes that to do nothing is to condone the bullying.

Email: stopbullying@marlboroughcollege.org

Appendix B

Lower School Behaviour

This Bullying Statement is published in the Parents' Handbook, with a shortened version in the Almanac, and a copy on House Notice Boards.

Bullying is repeated, intentional, unprovoked, malicious actions or words, either directly or via other media, which cause distress, making others feel unhappy and insecure.

All members of Marlborough College have the right to enjoy their lives free of bullying and harassment (including racial or religious), and are expected to treat others as they hope to be treated themselves in an atmosphere of mutual respect. They are expected to do they can to show disapproval of bullying.

An individual who feels bullied or intimidated has the right to expect any senior member of the College – pupil, captain, prefect or member of staff – to listen and to deal with a problem promptly and sensitively.

Bullying will always be treated seriously and the school believes that to do nothing is to condone the bullying.

The following behaviour should be regarded as unacceptable:

- Repeated name-calling; pejorative nicknames
- Deliberate social isolation and exclusion – particular where an individual is publicly excluded from a group eg in Court, in the Norwood Hall
- Criticism of the participation or contribution of an individual in academic lessons
- Sexual references about or in relation to an individual; suggestiveness
- Use of texts, phones, email, digital media or social networking sites for malicious purposes
- The targeting of an individual by a group; the formation of clubs or groups with an individual target
- The misuse or trashing of books or possessions belonging to other people
- Borrowing possessions, including clothes, without explicit permission – which can be regarded as theft
- Physically crowding, jostling, especially at social events
- Physical or verbal intimidation

The following behaviour is expected:

- Tolerance of difference, in whatever respect
- Compassion and kindness towards others
- Honest apology for accidental hurt or distress
- Acceptance and inclusion, understanding that social groups will vary from time to time as friendships and interests change

Any questions about what is acceptable/unacceptable behaviour should be referred to HMs in the first instance, or to any member of the Management Team, who will be happy to elaborate. It should be understood that once the expectation is clear, repetition of actions or words, as described in the statement above, which cause distress and unhappiness to others, is likely to be treated as bullying.

Deputy Head (Boarding)

November 2018

Appendix C

Shell – House questionnaire

Please respond to the questions below by underlining the most appropriate answer. Feel free to write anything else that you have to say in response to the questions.

Are you enjoying life at Marlborough? Yes, I love it! It's okay No

How are you coping with the challenge of having to organise yourself?

No problem!

It's tricky, but I'm getting better

I could do with some help

Have you enjoyed the weekends so far?

Yes, there is plenty to do and I have had a good time

Saturdays are good but Sundays drag

I don't really enjoy the weekends

Do you feel happy in the boarding house? Yes, very much so Most of the time No

How do the older years in the house behave towards you?

They are welcoming and helpful

They don't really show much interest in me

They can be unpleasant

Have boys/girls in an older year asked you for tuck at any stage?

If so, which yeargroup? **R H L U**

Have boys/girls in an older year asked for use of eg your phone or laptop at any stage?

If so, which yeargroup? **R H L U**

Has anybody in an older year made you do something that you did not want to do?

No Yes

If 'Yes' briefly explain what it was:

Have boys/girls in an older year been physical towards you in any way eg hitting or punching you, fighting or causing you to fight with others?

No Yes If so, which yeargroup? **R H L U**

Do other yeargroups come into your dorm area?

Yes No If so which yeargroup? **R H L U**

If Yes, say why:

Have older boys or girls made you go through any kind of initiation as part of joining the house?

Yes No If so, which yeargroup? **R H L U**

Have you been aware of any racism in house?

Yes – I have experienced racism myself

Yes – Not towards me, but towards others in house

No – I am not aware of anything

Since being at Marlborough, have you experienced any difficulties or unpleasantness via text or phone or social networking sites, eg Facebook? Yes No

If yes, please explain:

Have you experienced any difficulties caused by other pupils in the wider school (ie outside of your own boarding house)? Yes No

If yes, please explain:

Would you feel confident about speaking to an adult in the house, if things were not going well?

Yes, I'd speak to _____

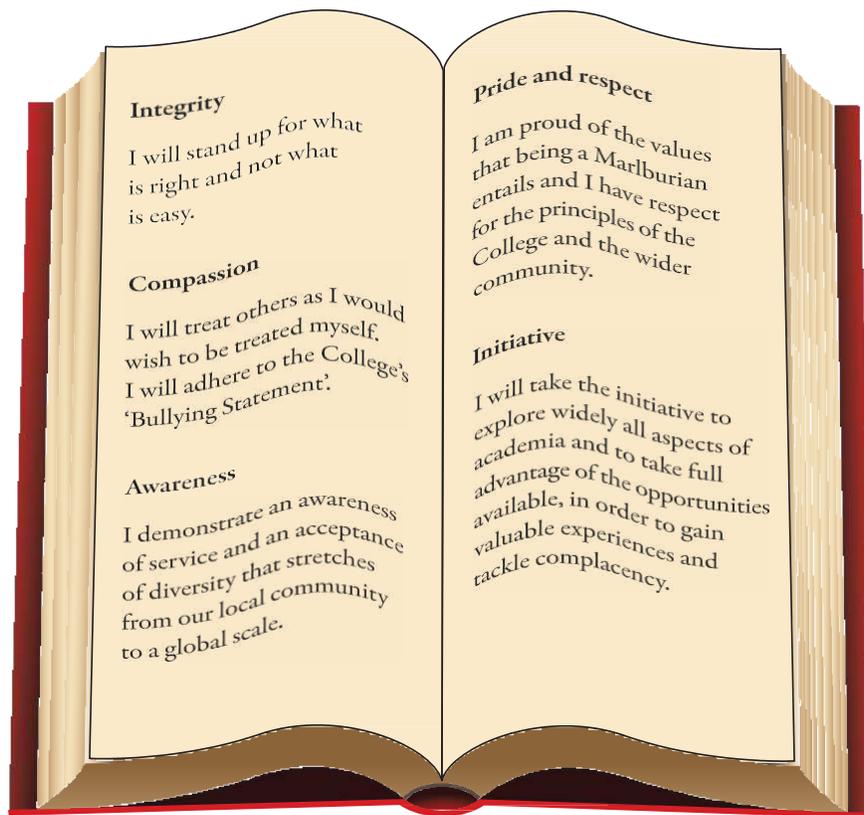
No, I don't really know the adults that well yet

Briefly note down the two or three things that you have most enjoyed so far at Marlborough:



MARLBOROUGH COLLEGE

The Marlborough Charter



The Marlborough Charter was written by the 2015/2016 Prefects and Heads of House.

Appendix E



MARLBOROUGH COLLEGE

stopbullying@marlboroughcollege.org

Marlborough College aims to promote a culture of mutual support and respect, where all members of the community can enjoy their lives free of bullying and harassment.

The College is committed to working towards a safe and caring environment in which all pupils can reach their potential, develop their unique talents and interests and thus grow in self-esteem and personal confidence.

This commitment implies the following:

- Respect for each other's space, privacy, possessions and differences
- Valuing compassion and kindness above all
- Offering support and encouragement to one another

The College regards Bullying as unacceptable. This is explained in the Bullying Statement which can be found on House Notice Boards.

What you can do:

Bullying will exist so long as the College community allows it to go on, by remaining silent. If you are being bullied, or you know that bullying is going on, find a way to tell someone

- ❖ your HM or RHT
- ❖ parents
- ❖ tutor/Dame
- ❖ a senior pupil in the House
- ❖ Deputy Head (Boarding)
- ❖ or any adult member of the community you trust to take appropriate action

- **Do not be intimidated by thinking things will be worse if you report bullying.**
- **Act when someone else is being bullied or is in distress – take action. Watching, knowing and doing nothing allows bullying to thrive. Do not be a bystander to bullying.**
- **Do not tolerate a bully in your circle of friends.**
- **Treat others as you hope to be treated yourself, in an atmosphere of mutual respect.**
- **Do not let your own behaviour becoming bullying behaviour.**

You can also:

- Send an email to stopbullying@marlboroughcollege.org
- Write down the information, put it in an envelope, address it to stopbullying@marlboroughcollege.org and post it in the main letter box at the Porter's Lodge.