

MARLBOROUGH COLLEGE

Countering Bullying Policy

Michaelmas Term 2023



MARLBOROUGH COLLEGE

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Contents

1.	Aim and Objectives	3
2.	Scope and Application	3
3.	Regulatory Framework	4
4.	Publication and Availability.....	5
5.	Bullying Statement.....	5
6.	Indication of Bullying	7
7.	Safeguarding.....	8
8.	The College's Response to Bullying	8
9.	Stage 1 – Informal Reparation	10
10.	Stage 2 – Reparation and Warning as to Future Conduct	11
11.	Stage 3 – Allegation of Bullying	11
12.	Measures to Prevent Bullying.....	12
13.	Induction.....	13
14.	Training and Education	13
15.	Monitoring	14
16.	Cyberbullying (see Appendix E).....	14
17.	A Culture of Speaking Out	14
18.	Version control.....	15
	Appendix A: Bullying Statement	16
	Appendix B: Lower School Behaviour	17
	Appendix C: Marlborough Charter	18
	Together as Marlburians.....	18
	Appendix D: Promoting a Culture of Mutual Respect.....	19
	Appendix E: Cyberbullying – Guidance for pupils	20

1. Aim and Objectives

- 1.1 This policy aims to fulfil the College's duty of care to safeguard and promote the welfare of all its pupils.
- 1.2 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.
- 1.3 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 College community, and also by documentation, including that listed below, and appended to this policy.
- 1.4 The College expects 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. The College expects pupils to care for and support each other, as well as to develop regard for others in the wider community.
- 1.5 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 the College website. It is also available and made known to staff and pupils, including recently appointed staff.

Bullying, harassment, victimisation and discrimination will not be tolerated. The College treats all its pupils and their parents fairly and with consideration and expects them to reciprocate towards each other, the staff and the College. Any kind of bullying is unacceptable – and the College accepts that bullying is a serious issue which can cause significant damage to a victim's ability to thrive in a number of regards, including physically, emotionally, psychologically and socially. The College understands that bullying is sometimes motivated by prejudice against particular groups, for example on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or a young carer.

2. Scope and Application

This policy applies to the whole College.

- 2.1 This policy applies at all times when pupils are:
 - 2.1.1 in or at the College
 - 2.1.2 representing the College or wearing College uniform
 - 2.1.3 travelling to or from the College using College transport

- 2.1.4 on College-organised trips
- 2.1.5 associated with the College at any time
- 2.1.6 in the care of the College, or not in the care of the College when the College becomes aware of an incident of bullying, including online
- 2.2 This policy shall also apply to pupils at all times and places in circumstances where failing to apply this policy may:
 - 2.2.1 affect the health, safety or wellbeing of a member of the College community or a member of the public
 - 2.2.2 have repercussions for the orderly running of the College
 - 2.2.3 bring the College into disrepute

3. Regulatory Framework

- 3.1 This policy has been prepared to meet the College's responsibilities under:
 - The Education (Independent School Standards) Regulations 2014
 - Boarding schools: national minimum standards (Department for Education (DfE), 2022)
 - Education and Skills Act 2008
 - Children Act 1989
 - Childcare Act 2006
 - Data Protection Act 2018 and UK General Data Protection Regulation (GDPR)
 - Equality Act 2010
- 3.2 This policy has regard to the following guidance and advice:
 - 3.2.1 Keeping children safe in education (DfE, KCSIE 2023)
 - 3.2.2 Working together to safeguard children (DfE, 2018)
 - 3.2.3 Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government, July 2018)
 - 3.2.4 Preventing and tackling bullying: advice for headteachers, staff and governing bodies (DfE, July 2017)
 - 3.2.5 Cyberbullying: advice for headteachers and school staff (DfE, November 2014)
 - 3.2.6 Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS, December 2020)
 - 3.2.7 Searching, screening and confiscation: advice for schools (DfE, July 2022)

- 3.2.8 Advice and guidance: how can we stop prejudice based bullying in schools (Equality and Human Rights Commission)
- 3.2.9 Relationships education, relationships and sex education and health education guidance (DfE, updated September 2021)
- 3.2.10 Education and Inspections Act 2006, Section 89
- 3.2.11 Behaviour in schools: Advice for headteachers and school staff (DFE 2022)

3.3 The following College policies, procedures and resource materials are relevant to this policy:

- Behaviour Management Policy
- Complaints Procedure and Advice on Confidential Discussions for Pupils
- Drugs and Substances Policy
- Equal Opportunities Policy
- ICT Policy for Pupils and ICT Policy for Staff
- Online Safety Policy
- Relationships and Sex Education Policy
- Safeguarding and Child Protection Policy and Procedures
- School Rules
- SEND Code of Practice Policy
- Pupil Risk Assessment Policy

4. Publication and Availability

- 4.1 This policy is published on the College website.
- 4.2 This policy is available in hard copy on request.
- 4.3 This policy can be made available in large print or other accessible format if required.

5. Bullying Statement

- 5.1 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 College and is also found on House Notice Boards.

- 5.2 The full Statement can be found in Appendix A.
- 5.3 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”.
- 5.4 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 prevent bullying.
- 5.5 This Policy accepts that bullying can take many forms and use many different means:
 - 5.5.1 **Physical:** hitting, kicking, pushing people, spitting, or taking, damaging or hiding possessions
 - 5.5.2 **Verbal:** name-calling, gossiping, taunting, teasing, insulting, threatening or undermining, humiliating or demanding money
 - 5.5.3 **Non-verbal abuse:** hand signs or text messages (see also cyberbullying below)
 - 5.5.4 **Exclusionary behaviour:** intimidating, isolating or excluding a person from a group
 - 5.5.5 **General unkindness:** regular criticism, spreading rumours or writing unkind notes, texts, messages or emails
 - 5.5.6 **Low-level disruptive behaviour:** ‘banter’ and ‘pranking’ over a period of time
 - 5.5.7 **Cyberbullying:** bullying that takes place using technology. This may include bullying through the use of mobile electronic devices, social media or gaming sites. See Appendix E for guidance for pupils about cyberbullying. The College's

separate ICT policy sets out the rules about the use of technology including mobile electronic devices.

5.5.8 **Harmful sexual behaviours:** Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour displayed by children and young people which is harmful or abusive.

5.5.9 Harmful sexual behaviour includes sexual harassment and sexual violence:

5.5.9.1 Sexual harassment: unwanted conduct of a sexual nature that can occur online and offline. It can include but is not limited to:

- sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual jokes or taunting
- physical behaviour such as deliberately brushing against someone, interfering with their clothes, displaying pictures, photos or drawings of a sexual nature
- online sexual harassment which may include: non-consensual sharing of sexual images and videos (sharing of nude or semi-nude images and videos, otherwise known as sexting or youth-produced sexual imagery); inappropriate sexual comments on social media; exploitation; coercion and threats; upskirting.

5.5.8.2 Incidences of sexual harassment will be investigated to ensure they are not part of a wider pattern of sexual harassment and/or sexual violence.

5.5.8.3 **Sexual violence:** sexual offences under the Sexual Offences Act 2003, specifically rape, assault by penetration and sexual assault.

5.6 Bullying may also refer to the Protected Characteristics:

- sexist: related to a person's sex or gender reassignment
- racist, or regarding someone's religion, belief or culture
- related to a person's sexual orientation (homophobic bullying)
- related to pregnancy and maternity
- related to a person's home circumstances
- related to a person's disability, special educational needs, learning difficulty, health or appearance
- related to a person's age

6. Indication of Bullying

6.1 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
- 6.2 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.

7. Safeguarding

- 7.1 Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. Such behaviour may include bullying (including cyberbullying and prejudiced-based bullying), causing physical harm, initiation / hazing type violence and rituals, sharing sexual images, upskirting or any form of sexual harassment or violence.
- 7.2 The College's policy and procedures with regard to child-on-child abuse are set out in the College's Safeguarding and Child Protection Policy and Procedures. Concerns about a pupil's welfare because they are the victim or perpetrator of bullying behaviour must be reported in accordance with the Safeguarding and Child Protection Policy and Procedures, and appropriate action taken, taking into account the Local Safeguarding Partners' threshold document.
- 7.3 The College will always treat a bullying incident as giving rise to a child protection concern when there is reasonable cause to believe that a child (whether victim or perpetrator) is suffering or likely to suffer significant harm.

8. The College's Response to Bullying

- 8.1 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, Head of House,

Prefect, Wellbeing Ambassador or member of staff) to listen and to deal with the problem promptly and sensitively is asserted.

- 8.2 The College will always treat bullying, including allegations of bullying, seriously and believes that to do nothing is to condone bullying. Though the definition of bullying above refers to 'repeated actions or words' the College will regard equally seriously single incidents of unkind behaviour. These will be recorded such that patterns can be established and actions taken with the intention of avoiding repetition.
- 8.3 Bullying is in direct contravention of the College's policy on Equal opportunities, as well as contrasting sharply with its aims, Marlborough Charter and general ethos.
- 8.4 The College is committed to dealing with examples of pupil unkindness in such a way as to reduce the risk of bullying, as defined above, as much as possible.
- 8.5 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 there 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 sanctions
 - 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 behaviour, 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 speak out 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
- 8.6 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 (HMs, Tutors, Dames, Captains, Prefects, Wellbeing Ambassadors or Heads of House), or by other adults to members of the pastoral team, or by parents to HMs.
- 8.7 Thus, the College's first response must be to offer a pupil who feels bullied reassurance 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 counselling team.

- 8.8 HMs will always record on CPOMS and pass on information about allegations of unkindness and bullying to the Deputy Head (Pastoral) and Second Master, promptly and directly. This enables a consistent and coordinated response, as appropriate, while retaining the ability to deal with instances of bullying on a case-by-case basis. CPOMS is used 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.

9. Stage 1 – Informal Reparation

- 9.1 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.
- 9.2 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 to be punished. As with other aspects of behaviour in the College environment, it is often not a mistake, but an inability to learn from that mistake, that would cause the greatest concern.
- 9.3 Hence, in the first instance, HMs would usually deal with perceived acts of unkindness through discussion with those involved. The Deputy Head (Pastoral) and Second Master would be informed and this would be recorded on CPOMS.
- 9.4 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 (Pastoral) and Second Master will be informed at this stage and this should be recorded on CPOMS.
- 9.5 In the first instance, individual HMs will talk to the members of their house, with the emphasis on education and reparation.
- 9.6 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)

10. Stage 2 – Reparation and Warning as to Future Conduct

- 10.1 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 (Pastoral) and Second Master, that the perpetrators of unkind behaviour meet with these two to discuss their actions.
- 10.2 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 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
- 10.3 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.
- 10.4 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.
- 10.5 In Stages 1 and 2, a record will be made by the Deputy Head (Pastoral) on CPOMS, such that patterns of behaviour can be identified.
- 10.6 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 period of gating to be used as a sanction, with which to reinforce to the perpetrator(s) and to others, the College's expectations about behaviour.

11. Stage 3 – Allegation of Bullying

- 11.1 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 (Pastoral) and Second Master. Written notes will be kept, in accordance with the procedure set out in the Exclusion for Misconduct Policy.
- 11.2 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.

- 11.3 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.
- 11.4 Pupils and their parents must be aware of the College's responsibility to involve other statutory agencies (such as the local Safeguarding Vulnerable People Partnership) where there is evidence of a crime having been committed or where child protection issues are involved, including where child-on-child abuse is suspected. Please refer to the College's Safeguarding and Child Protection Policy and Procedures for further details.

12. Measures to Prevent Bullying

- 12.1 The College believes that taking action and putting measures in place to prevent bullying from becoming a problem are more desirable than relying on disciplinary responses to bullying.
- 12.2 The following measures for pastoral support are in place:
- 12.2.1 The College has a strong and experienced pastoral team of Housemasters/Housemistresses, Tutors, Heads of Year, Dames and Counsellors who work with the Deputy Head (Pastoral) and Second Master and all staff involved in teaching and boarding are trained in handling any incidents as an immediate priority and are alert to possible signs of bullying.
 - 12.2.2 The 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.
 - 12.2.3 All staff receive regular training to address child-on-child abuse.
 - 12.2.4 In boarding houses, there are strong teams of Tutors and Dames supporting the HMs, the latter of whom 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.
 - 12.2.5 The College encourages close contact between HMs and parents/guardians, and would always make contact if there were any concerns or worries about a pupil's wellbeing.
 - 12.2.6 The Lead Counsellor and counselling team are important parts of the College's pastoral support service, providing specialist skills of assessment and counselling. They give confidential advice and counselling support to pupils who can refer themselves to the Lead Counsellor when they have social, emotional or behavioural concerns, or be referred to the team via a number of routes. Access to the counselling team is widely publicised.
 - 12.2.7 The College Chaplain will give support and guidance to pupils of all faiths who approach him. 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.
 - 12.2.8 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 etc., as well as

contact details for the counselling team, the Independent Listener and the Children’s Commissioner for England.

- 12.2.9 When considering pupils’ potential vulnerability to bullying-type behaviour, protected characteristics (age; gender reassignment; being married or in a civil partnership; being pregnant or on maternity leave; disability; race including colour, nationality, ethnic or national origin; religion or belief; sex and sexual orientation) and special educational needs are taken into account.

13. Induction

- 13.1 All new pupils are briefed thoroughly on the College’s expected standards of behaviour. They are told what to do if they encounter bullying. The College guarantees that whistle-blowers who act in good faith will not be penalised and will be supported.
- 13.2 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.
- 13.3 The Heads of Year, plus senior pupils in boarding houses, 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.
- 13.4 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.

14. Training and Education

- 14.1 The College PSHEE (Academic) and PSHEE (Artemis) programmes are structured to give pupils an awareness and understanding of their social, moral, spiritual and cultural responsibilities as they progress through the College. In the first term of the Shell (Year 9), pupils have a centralised small group discussion with Wellbeing Ambassadors on individual and group behaviour and interactions, including a discussion about the meanings of key terms such as ‘bullying’ and ‘banter’. This is followed by the drawing up of an ‘Appropriate Behaviour Charter’ in their boarding house groups, with the help of the Head of House and Head of Shell. The pupils collaboratively express what they understand by bullying, and what behaviour they will accept in the context of their own boarding communities. A key part of the discussion introduces the concept of being an upstander rather than a bystander. Key themes, such as healthy and respectful relationships in a boarding community, are intertwined into the PSHEE (Academic) and PSHEE (Artemis) programmes to enable pupils to understand that they are members of a community that upholds and promotes the fundamental British values of mutual respect, individual liberty, tolerance of those with different faiths and beliefs, democracy, and the rule of law. This spiral education approach means that repetition allows the pupils to understand the topic of bullying and recognise the importance of appropriate behaviour within their community.
- 14.2 Specific topics, such as cyberbullying, are introduced at an early stage to encourage pupils to think about their interactions in the virtual world and how these should adhere to the same values as their interactions in the world in which they live. These discussions include the law in relation to digital safety and safeguarding, and how to report cyberbullying.

15. Monitoring

- 15.1 In the first term, Shell pupils are surveyed formally by the first exeat, as part of their induction to boarding. This survey specifically addresses the issue of initiation rituals or ceremonies as part of the College's commitment to there being nothing of this sort intended to cause pain, anxiety or humiliation.
- 15.2 Shell pupils are also surveyed, anonymously, at the first exeat, to ensure any experiences of bullying-type behaviour can be addressed and any necessary support provided.

16. Cyberbullying (see Appendix E)

- 16.1 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.
- 16.2 The College has in place appropriate filtering and monitoring on school devices and school networks with logs shared with the DSL/DDSL at least weekly.
- 16.3 The College may impose sanctions for the misuse, or attempted misuse, of digital technology, including the internet.
- 16.4 The College issues all pupils with their own personal College email address and offers guidance on keeping names, addresses, passwords and other personal details safe, through ICT lessons.
- 16.5 The College offers guidance on the safe use of social networking sites and cyberbullying through the PSHEE programme which covers blocking, removing contacts from 'friends' lists' and sharing personal data.

17. A Culture of Speaking Out

- 17.1 All pupils are encouraged to tell a member of staff or a senior pupil at once if they know that bullying is taking place: email addresses exist to facilitate "anonymised" pupil reporting of bullying (Appendix D). Shell pupils are all given "*Worried? Need to Talk?*" booklets to ensure wide publicity of this email address and all useful contact details. Shell pupils receive this booklet, in addition to information available on Firefly and posters in house, to ensure wide publicity of these sources of help and email addresses.
- 17.2 The College provides leadership and safeguarding training to the teams of Prefects/Wellbeing Ambassadors/Heads of Houses which specifically covers the importance of offering support and assistance to younger pupils and those who are vulnerable. Prefects, Wellbeing Ambassadors and Heads of Houses meet regularly with senior staff (Head of Lower Sixth, Head of Upper Sixth, Deputy Head (Pastoral), Head of Boarding, Director of Safeguarding, Chaplain, Proctor, Second Master) such that any concerns they have can be easily relayed.
- 17.3 Prefects are involved in drawing up a Marlborough Charter which is shared, by them, with pupils via year group Assemblies. The Charter stresses the importance of compassionate relations throughout the community and of standing up for what is right (Appendix C).
- 17.4 The College reserves the right to investigate incidents that take place outside term time, and/or on College visits and trips, involving its pupils.
- 17.5 The College welcomes feedback from parents and guardians on the effectiveness of its preventative measures.

18. Version control

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Approved by:	The Master
Date:	Michaelmas 2023
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Appendix A: Bullying Statement



MARLBOROUGH COLLEGE

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.

Bullying is often motivated by prejudice against particular groups; for example, on grounds of race, religion, culture, sex, gender, sexual orientation, special educational needs or disability or because a child is adopted or a carer. Bullying may occur directly or through cyber-technology.

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 prevent bullying.

An individual who feels bullied or intimidated has the right to expect any senior member of the College – pupil, Captain, Head of House Prefect, Wellbeing Ambassador 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: concerns@marlboroughcollege.org

Deputy Head (Pastoral)

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 by whatever means 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 prevent bullying.

An individual who feels bullied or intimidated has the right to expect any senior member of the College – pupil, Captain, Prefect, Head of House, Wellbeing Ambassador or member of staff – to listen and act promptly and sensitively to deal with a problem.

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

The following behaviour should be regarded as unacceptable:

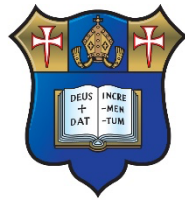
- Repeated name-calling; pejorative nicknames
- Deliberate social isolation and exclusion – particularly where an individual is publicly excluded from a group e.g. in Court, in the Norwood Hall
- Criticism of the participation or contribution of an individual in academic lessons
- Sexual references about 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 damage 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
- Unwanted physical contact; physical exposure of oneself or another (e.g. 'pantsing')

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.

Appendix C: Marlborough Charter



MARLBOROUGH COLLEGE

MARLBOROUGH CHARTER

Together as Marlburians...

We build and foster an inclusive, open-minded and accepting community.

We treat others as we would like to be treated ourselves. We are compassionate, collaborative and committed.

We believe our strong sense of community encourages both individuality and collective ambition.

We lead by example, doing what is right and not what is easy.



Appendix D: Promoting a Culture of Mutual Respect



MARLBOROUGH COLLEGE

concerns@marlboroughcollege.org

Marlborough College promotes a culture of mutual support and respect, in which 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
- 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:

- your HM or RHT/AHM
 - Dame
 - Parents
 - Tutor
 - a senior pupil in the House or a Wellbeing Ambassador or a Prefect
 - Deputy Head (Pastoral)
 - Head of Boarding
 - Director of Safeguarding
 - or any adult member of the community you trust
-
- **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; watching, knowing and doing nothing allows bullying to thrive.**
 - **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 become bullying behaviour.**
 - **You can also:**
 - Email concerns@marlboroughcollege.org or stopbullying@marlboroughcollege.org
 - Write down the information, put it in an envelope, address it to Mr E Nightingale, Deputy Head (Pastoral) and post to the Pastoral Hub, A House.

Appendix E: Cyberbullying – Guidance for pupils

Cyberbullying is bullying that takes place using technology.

It can take the form of many behaviours including:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games
- excluding young people from online games, activities or groups
- shaming someone online
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- sending explicit messages, also known as ‘sexting’
- pressuring young people into sending sexual images or engaging in sexual conversations.

Pupils should remember the following:

- use the security settings when using technology
- regularly change your password and keep it private
- always respect others - be careful what you say online and what images you send
- think before you send - whatever you send can be made public very quickly and could stay online forever
- if you or someone you know are being cyberbullied, **tell someone**. You have the right not to be harassed or bullied online. Tell an adult you trust - your parents, any member of staff or volunteer, the Pastoral Team, the College's Independent Listener (contact details in the Almanac) or a helpline such as ChildLine on 0800 1111
- don't retaliate or reply online
- save the evidence - learn how to keep records of offending messages, pictures or online conversations. Ask someone if you are unsure how to do this. This will help to show what is happening and can be used by the College to investigate the matter
- block the bully. Most social media websites and online or mobile services allow you to block someone who is behaving badly
- **don't do nothing** - if you see cyberbullying going on, support the victim and report the bullying

You may find the following websites helpful:

<http://www.childnet.com/young-people>

<https://www.thinkuknow.co.uk/>

<https://www.childline.org.uk/Explore/Bullying/Pages/online-bullying.aspx>

<https://www.saferinternet.org.uk/advice-centre/young-people>

<https://www.ceop.police.uk/Safety-Centre/How-can-CEOP-help-me-YP/>

<https://www.bbc.com/ownit>

Please see the College's ICT Policy for Pupils which sets out the rules about the use of technology including mobile electronic devices. Internet safety measures (including use of filters and monitoring of usage and mobile technology) are set out in the College's Online Safety Policy and/or ICT Policy for Pupils.