



HARROW
SCHOOL

COUNTER-BULLYING POLICY

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OVERVIEW

The School recognises that it has a duty of care to maintain a working environment for its staff and a learning environment for its pupils in which honesty, integrity and respect are reflected in personal behaviour and standards of conduct, where the welfare of pupils is paramount and where the working environment is safe.

In turn, members of staff must recognise that they are each accountable for their actions. They have a duty not only to keep young people safe but also to protect them from physical and emotional harm.

Harrow School prepares boys from diverse backgrounds and abilities for a life of learning, leadership, service and personal fulfilment. To achieve its purpose, the School places particular emphasis on five key areas:

- **Scholarship** – encouraging intellectual curiosity, independent thought and effective learning habits
- **Opportunity** – ensuring boys perform to their potential, thereby increasing their educational and career opportunities
- **Character** – developing and maturing the individual, enabling boys to uncover the talents, skills and values to be of good influence beyond Harrow
- **People** – admitting boys who will thrive and contribute at Harrow, and recruiting and nurturing staff who facilitate excellence
- **Operations** – providing environments, infrastructure and functions that set the School apart

Four values underpin the School's purpose: **Courage, Honour, Humility** and **Fellowship**.

Existing Customs (Harrow's 'school rules'), which outlines behaviour expectations across the School and is shared with boys each academic year supports this policy.

The Staff Code of Conduct with specific regard to safeguarding supports this policy.

Members of staff should read this document alongside not only the School's Equality Policy and the School's Child Protection and Safeguarding policy.

AIMS

- To safeguard and promote the welfare of pupils by educating boys and staff about the nature of bullying-type behaviour. In particular, this involves challenging the view that 'nothing can be done' by showing that the School does not tolerate bullying and that there are solutions which can work.
- To ensure that all information about bullying incidents are acted upon, followed up, recorded and shared among the adults who are in a position to do something about it in order to:
 - prevent, de-escalate and stop any continuation of harmful behaviour
 - react to bullying incidents in a reasonable, proportionate and consistent way
 - safeguard victims of bullying
 - apply appropriate disciplinary sanctions to bullies and help them modify their behaviour
- To enable the tracking of incidents of bullying-type behaviour across the School and take pre-emptive measures to prevent harm that could reasonably be foreseen.
- To inform members of staff so that they understand that bullying can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying that takes place at school not only affects an individual during childhood but can also have a lasting effect on their life well into adulthood.

LAW AND GUIDANCE

The Education (Independent School Standards) Regulations 2014 provide that independent schools ensure that bullying at school is prevented in so far as reasonably practicable by the drawing up and implementation of an effective anti-bullying strategy.

A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it

In England and Wales, Part 6 of the Act applies to independent schools. It makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, in the way it provides education for pupils, in provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

In addition to the duties in relation to pupils with disabilities under the Equality Act, schools also have duties under Part 3 of the Children and Families Act 2014 to ensure that pupils with special educational needs and disabilities engage in the activities of the school together with children who do not have special educational needs and disabilities.

Keeping Children Safe in Education (Department of Education, September 2018) states that when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, staff should discuss with the school's Designated Safeguarding Lead and report concerns to the relevant children's social care and work with them to take appropriate action.

However, external support can be given to boys whether or not it is deemed a child protection concern. Even where safeguarding is not considered an issue, schools may need to draw on a range of external services to support the boy who is being bullied, or to tackle any underlying issue that has contributed to a boy engaging in bullying.

Preventing and tackling bullying: Advice for head teachers, staff and governing bodies (Department of Education, July 2017) seeks to help schools take action to prevent and to respond to bullying as part of their overall behaviour policy. It also outlines the government's approach to bullying, and the legal obligations and the powers schools have to tackle bullying.

Sexual violence and sexual harassment between children in schools and colleges (Department for Education, December 2017) includes a more detailed explanation of the ways in which peer-on-peer abuse can manifest itself and requires all staff, and particularly Designated Safeguarding Leads to take a contextual safeguarding approach to peer-on-peer abuse.

CRIMINAL LAW

Although bullying in itself is not a specific criminal offence in the UK, some types of harassing or threatening behaviour – or communications – may constitute a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986.

WHAT IS BULLYING?

Bullying is behaviour by an individual or group, usually but not always repeated over time, that hurts another individual (or group) either physically or emotionally. Bullying can take many forms (for instance cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children or by perceived differences.

Stopping violence and ensuring immediate physical safety is obviously the School's first priority, but emotional bullying can be more damaging than physical. The School and members of staff have to make their own judgements about each specific case.

Many deem bullying to involve an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship, which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language in itself can have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay, it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of behaviour that is and is not acceptable and help stop negative behaviours from escalating.

CYBER-BULLYING

The development of and widespread access to technology has provided a medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially wider audience and more accessories as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device such as a mobile phone has been seized by a member of staff who has been formally authorised by the Head Master, that staff member can examine data or files and delete these where there is good reason to do so i.e. where an electronic device that they reasonably suspect has been, or is likely to be, used to commit an offence or cause personal injury or damage to property. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. The School's Searching, Screening and Confiscation policy applies.

If a member of staff seizes an electronic device, which Existing Customs prohibit, and suspects that it contains evidence in relation to a criminal offence, they must give the device to the police as soon as it is reasonably practicable.

Material that the School suspects to be evidence of an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted from the device before giving the device to the police.

If members of staff find material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of School discipline.

PREVENTION

INVOLVEMENT OF PARENTS

The School ensures that parents are clear that bullying type behavior is not tolerated and ensures parents are aware of the procedures to follow if they believe that their child is being bullied.

WHAT DOES THE SCHOOL DO?

- When a boy joins Harrow School, he and his family receive a comprehensive New Boy's Pack that includes all relevant policies and guidance documents, including those handed out to boys each academic year. This pack remains available to parents online via the Parent Portal with important updates circulated in the end-of-term mailing.
- As part of the induction programme, new boys and their families attend a welcome afternoon at the end of Summer term before their arrival at Harrow. House Masters make clear to them the School's expectations about behaviour and outline procedures that parents should follow in the event of any concern.
- House Masters maintain an ongoing and developing relationship with parents, which facilitates early intervention whenever issues around bullying-type behaviour arise.
- The School encourages parents to contact the School to discuss any concerns about their sons. Formal parents' meetings also take place for each year group once during an academic year.
- The School regularly invites parents to attend presentations, which include talks about cyber safety, illegal drugs, misuse of social media etc.
- The School encourages parents to reinforce the School's message on bullying by informing the House Master whenever concerns arise and to counter all suggestions that boys should suffer in silence.
- The School psychologist is available to talk with parents about bullying-type behaviour from the perspective of victim or perpetrator.

INVOLVEMENT OF PUPILS

The school ensures that boys understand the School's approach and that boys are clear about the part they can play in preventing bullying, including when they find themselves as bystanders.

WHAT DOES THE SCHOOL DO?

- The School distributes to all boys a copy of *Existing Customs*, which outlines the behaviour expectations of boys and draws attention to relevant policies and guidance documents.
- The School distributes to teaching staff a copy of *Procedures for dealing with incidents of bullying-type behaviour*. Please see Appendix A.
- The School distributes a copy of Counter-bullying guidance for boys, which outlines steps boys can take in the event of bullying-type behaviour arising. Please see Appendix B.
- The School provides year-group conferences that tackle the issue of bullying. This is particularly true for boys in the Shells, when boys discuss such matters in the Autumn term and at their end-of-year conference.
- When boys first arrive at Harrow, they are introduced to the Form Room Code of Conduct and Room Mates' Charter, which outline what constitutes positive and respectful behaviour in a House or Form Room; this is revisited periodically by House Masters.
- The School offers peer mentoring courses to boys in the Lower Sixth, where they develop skills in active listening.
- The School circulates an ICT Acceptable Use Code of Conduct which boys are expected to read and sign. This document outlines how boys should use computer equipment responsibly which includes a clear outline of forbidden behaviours that could constitute bullying-type behaviour.
- IT staff visit Houses to discuss IT issues with boys. Periodically, House Masters receive notices to remind boys about responsible use of the School's IT network, including social networking sites. IT lessons in the Shells also cover these matters.
- The School conducts an annual *Living Together Survey*, which all boys complete **anonymously** (though House and year group are declared) and under examination conditions. External consultants process the data collected. The Senior Tutor discusses the findings with each House Master, who cascades the findings back to their pastoral teams and the boys themselves. The School's Pastoral Support Committee, chaired by the Deputy Head Master, comprising the Senior Tutor, School Psychologist, members of the Chaplaincy and other senior leaders meets regularly

to reflect on the outcomes and approves the conclusions. The committee also recommends draft statements for the Head Master to deliver to the whole School in Speech Room and to the Masters in the Masters' Room that support the efforts to create an inclusive environment free from the challenges of bullying-type behaviour.

REGULAR EVALUATION AND UPDATING

The School regularly reviews and evaluates its counter-bullying approach and procedures, especially taking into account developments in technology and changes to legislation and guidance.

WHAT DOES THE SCHOOL DO?

- The findings of the annual *Living Together Survey* inform the School's pastoral management and shed light upon the effectiveness of its counter-bullying approach and procedures.
- The School has contracted eSafe to provide 24/7 monitoring of boys' intranet and internet activity via the server. eSafe reports minor infringements on a daily basis. Safeguarding concerns are communicated directly by telephone and acted upon by the Designated Safeguarding Lead as appropriate.
- Masters record both rewards and sanctions, including those for behaviour, on the iSAMS system and as such keep House Masters informed about trends of concern. These are regularly reviewed by Senior Management.
- The Pastoral Support Committee regularly review cases and incidents within the School and evaluate processes and procedures in this regard.
- The annual Safeguarding Review offers an insightful platform for reflection, evaluation and updating of policies and procedures.

IMPLEMENTATION OF DISCIPLINARY SANCTIONS

The School ensures that disciplinary sanctions are applied in such a way that the consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.

WHAT DOES THE SCHOOL DO?

- The School seeks to address instances of bullying proportionately, consistently and appropriately. Taking into account the residential nature of the School, due consideration is given to the privacy of parties involved. However, following such incidents, House Masters take the opportunity to reflect upon community values, standards of behaviour and the consequences to others of acts of unkindness.

OPEN DISCUSSION OF DIFFERENCES

The School encourages open discussion of differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance-related difference.

WHAT DOES THE SCHOOL DO?

- The School operates effective Health Education and Advanced Health Education Programmes. These encourage pupils to develop emotional and spiritual wellbeing in such a way that they respect and care for others and become aware of the importance of good relationships within the community. As well as being didactic, the programme encourages boys to talk confidentially with their Health Education Tutors and within small Advanced Health Education groups about their response to these issues.
- Boys from each House are invited to lead Thursday Morning Reflection in Chapel or St Mary's Church on a wide range of social and moral issues.
- Boys from all year groups may participate in meetings of the School's Diversity Society, which offers a safe forum for the discussion of differences.
- Group work takes place with year groups within the Houses, led by tutors and members of the PSC. These interventions seek proactively to prevent bullying-type behaviour and assist with conflict resolution.

CHARITABLE WORK – ENHANCEMENT OF CHARACTER

WHAT DOES THE SCHOOL DO?

- The School has close links with a large number of local charities and organisations. Shaftesbury Enterprise oversees the School's outreach programme and philanthropic activities, which encourage boys to appreciate the importance of service to the community.
- The School also works with a large number of other charities. These include Red Balloon, The Diana Award, Charlie Waller Memorial Trust, The Rap Project, The WISH Centre (self harm support and recovery), Just Like Us, Being Me, Good Lad Project, Compass Harrow (integrated drug and alcohol service) and Enough Abuse.

PROVISION OF EFFECTIVE STAFF TRAINING

The School provides effective training so that members of staff understand the principles and purpose of the School's policy, their legal responsibilities regarding bullying, how to resolve problems and where to seek support.

WHAT DOES THE SCHOOL DO?

- There is a clear Staff Code of Conduct with specific regard to Safeguarding.
- The School issues a Masters' Handbook each academic year, which includes guidance on how to deal with behaviour and bullying issues if they should arise.
- Every term Masters receive INSET led by speakers about bullying and the safeguarding of boys.
- The School disseminates important information to Masters' regularly.
- Information is cascaded through House Masters' meetings and Heads of Subjects meetings.
- Masters record both rewards and sanctions, including those for behaviour, on the iSAMS system and thereby keep House Masters well informed about trends.
- There is a Masters' Diversity Group, which meets to consider related issues.

LIAISON WITH LOCAL EXTERNAL AGENCIES

The School liaises with external agencies including the police and children's services.

WHAT DOES THE SCHOOL DO?

- The Designated Safeguarding Lead works with the wider community including the Metropolitan Police and relevant children's services to agree clearly understood approaches to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed.
- In the event that such involvement culminates in the matter progressing through the criminal justice system, the School will be aware of anonymity, witness support and the criminal justice process in general so that they can offer support and act appropriately.
- The Designated Safeguarding Lead represents independent sector schools on the Harrow Safeguarding Children's Board.

CLEAR AND EASY LINES OF COMMUNICATION FOR BOYS

The School ensures clear and easy lines of communication for boys to report bullying so that they are assured they will be listened to and incidents acted upon.

WHAT DOES THE SCHOOL DO?

- The School publish and circulate annually to all boys a 'Who to Talk to' document which outlines the many people boys can approach with any issues they may have.
- Boys also receive a copy of the Counter Bullying Guidance leaflet (Appendix B) at the start of each academic year.

- The Bill Book, published each term, contains a summary of the School's Counter-bullying policy and a list of people boys can talk to.
- A small number of Upper Sixth boys become School Monitors following a nomination process by House Masters. They benefit from targeted training at the start of their term of office, which allows them to develop a deeper understanding of their pastoral responsibilities and thus provide another layer of communication and support for boys.

CREATION OF AN INCLUSIVE ENVIRONMENT

The School creates an inclusive environment where boys can openly discuss the cause of their bullying without fear of further bullying or discrimination.

WHAT DOES THE SCHOOL DO?

- House Masters employ the House Bills and Call-over (House assemblies) to encourage an inclusive environment within each House.
- The Head Master makes use of Monday morning Speech Room with the whole School to reinforce the School's values and promote an inclusive environment.
- The School's Health Education Programme provides a framework for educating boys about the challenges life can present and how to deal with those and to be accepting and supportive of others.
- The School provide a pastoral framework for boys in each House with older boys being appointed as a 'Shepherd' to a younger boy. This relationship is maintained throughout the boys' time at the School. Each boy also has a mentor in the Upper Sixth and belongs to a 'flock' consisting of a boy from each year group in the House.
- The School has a range of Societies that meet regularly, including the Diversity Society.
- Sermons in chapel, talks at Thought for the Day and talks at a variety of other chaplaincy events, together with meetings of other societies help to create environments which are inclusive for all boys.

PROCEDURES FOR HANDLING BULLYING

The School will respond promptly and firmly to incidents of bullying. Please see Appendix A.

WHERE BULLYING HAS SEVERE IMPACT

The School recognises that in some circumstances the consequences of bullying may lead to a pupil feeling pronounced social, emotional and mental health difficulties.

The School also understands that bullying may have a serious impact upon a pupil's ability to learn.

The Pastoral Support Committee co-ordinates the pastoral response to more serious cases, which may involve one or more of the following strategies:

- Referral to School GPs, who may in turn make referral to the School's visiting child and adolescent psychiatrist or local CAMHS (Child and Adolescent Mental Health Service)
- Referral to School psychologist
- Collaboration with the Learning Skills department
- Collaboration with the Chaplaincy
- Collaboratino with the Health Education Tutors
- Referral to relevant external agencies (eg children's services, police or educational psychologists)

INTERVENTION – DISCIPLINE AND TACKLING UNDERLYING ISSUES OF BULLYING

The School follows these guiding principles:

- The School recognises the importance of applying disciplinary measures to boys who bully in order to show clearly that their behaviour is wrong.
- The School seeks to apply such measures fairly, consistently and reasonably, taking into account responsibilities under the Equality Act.
- any special educational needs or disabilities or other mitigating circumstances that pupils may have, as well as the needs of vulnerable pupils.
- The School seeks to consider not only the motivation behind bullying-type behaviour but also whether it reveals any concerns for the safety or wellbeing of the perpetrator.
- Some bullied children will have Special Educational needs and Disabilities, The School acknowledges the relevant statutory guidance (the *SEND Code of Practice: 0 to 25 years*, which sets out the importance of a graduated response to the varying levels of SEND among children and young people) as the best way to offer support.

DISCIPLINE AND SANCTIONS

Given the wide range of actions that could be described as bullying, the School does not have a ‘tariff’ of sanctions for these types of behaviour. Having carried out a full investigation, the School decides upon appropriate and proportionate sanctions on a case-by-case basis.

The School employs a number of sanctions. These include double (the writing of lines) or community labour (during term time or at the start of an exeat).

In some cases, the School’s exclusion policy will apply, either as fixed-term or, in the most serious cases, permanent exclusion. Occasionally, together with the possibility of a period of fixed-term exclusion, the School will require a boy to transfer temporarily to Gayton House, a smaller boarding house which offers boys a period of reflection and guidance within a smaller pastoral unit.

TACKLING UNDERLYING ISSUES

Before application of the School’s exclusion policy, where behaviour is not severe or criminal, the School’s aim is that a perpetrator understands the harm his behaviour has caused, appreciates the potential and further harm it could have caused, and that he has an opportunity to put that right.

The aim is also that the any sanctions imposed will deter perpetrators from similar bullying-type behaviour in the future.

Senior Tutor

September 2018

Annual review

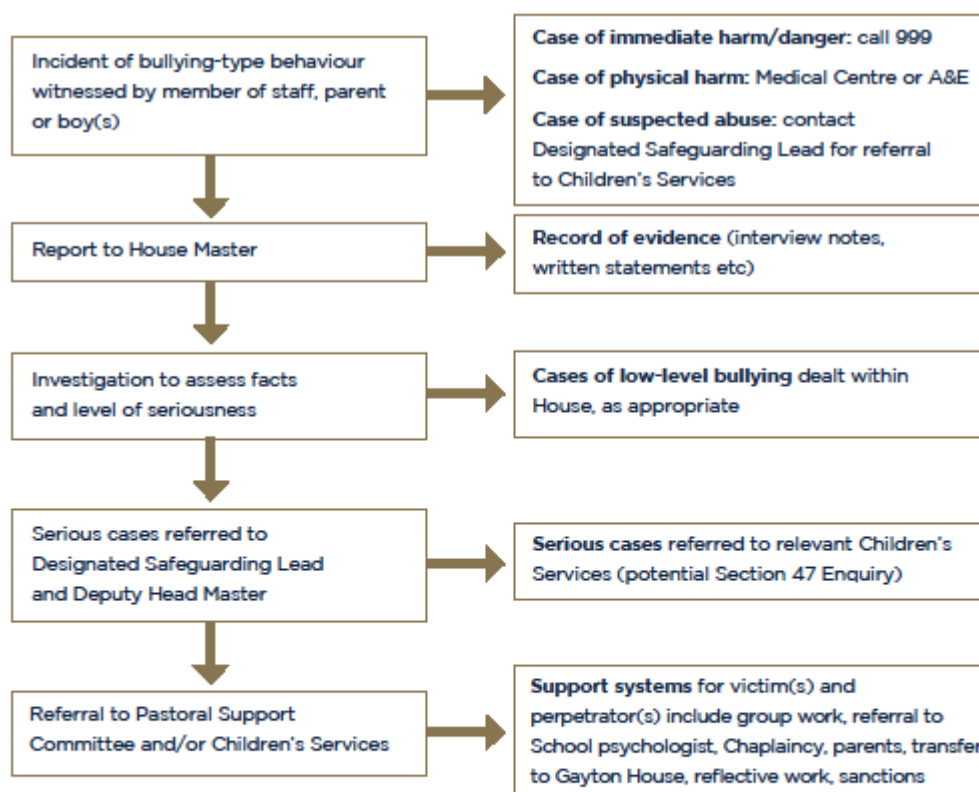
APPENDIX A: PROCEDURES FOR DEALING WITH BULLYING TYPE BEHAVIOUR

PROCEDURES FOR DEALING WITH INCIDENTS OF BULLYING-TYPE BEHAVIOUR



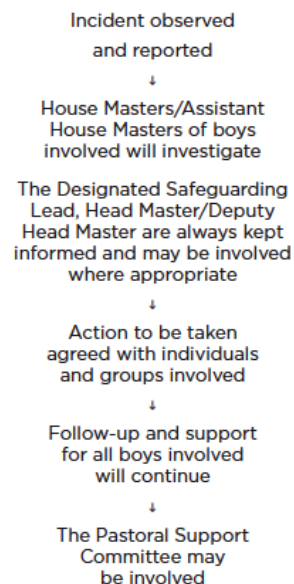
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- IMPORTANT ONGOING CONSIDERATIONS**
- Communication with parents (both victim and perpetrator) at different stages in process
 - Collation of record of evidence from outset to conclusion
 - Cross-reference with Child Protection and Safeguarding policy (including Counter-bullying and Peer-on-Peer Abuse policies)
 - Liaison with external agencies as appropriate including police, Children's Services, CAMHS
 - Consideration of both victim and alleged perpetrator(s)



APPENDIX B: COUNTER-BULLYING GUIDANCE FOR BOYS

PROCEDURE FOLLOWING AN INCIDENT OF BULLYING BEHAVIOUR



Many acts of bullying behaviour are against the law and could be referred to external agencies.

Bullying will not be tolerated. Boys who bully can expect to receive sanctions but will also be given appropriate help.

Instances of bullying-type behaviour by older boys towards younger boys are taken particularly seriously.

Those who are deemed to be bystanders or to have reinforced bullying behaviour in any way may also be held responsible.

In many cases, the parents of those concerned will be involved.

Incidents of bullying-type behaviour are recorded.



A man does what he must - in spite of personal consequences, in spite of obstacles and dangers and pressures - and that is the basis of all human morality."

Winston Churchill



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COUNTER-BULLYING GUIDANCE FOR BOYS

2018-2019

Harrow recognises that the impact of bullying can be serious. It can cause fear and distress for victims, whose academic work often suffers.

It can damage an individual's self-confidence and sense of self-worth and it can create unhappiness within divisions or Houses. Every boy has the right to be able to live and learn at Harrow free from any kind of bullying.

WHAT IS BULLYING?

Harrow defines bullying-type behaviour as that which is perceived to insult, humiliate, intimidate or hurt another person, usually (but not always) over a period of time. This may include:

- the abuse of power by boys or adults, including any form of personal tasks;
- 'borrowing' or taking any property, including food, or extortion of any kind;
- using hurtful remarks, which may have been meant as 'a joke' based, for example, on race, colour, religion, appearance, sexual orientation (homophobic bullying) or background;
- repetitive name calling;
- spreading rumours or sensitive personal information;
- damaging or defacing another boy's property including 'crowning' of hats;
- sending messages of any kind that insult, intimidate or cause distress including text messages, email and postings on social networking sites (cyber-bullying), graffiti and 'leavers';

- deliberately isolating someone by ignoring them and encouraging others to do the same;
- threatening someone with isolation or violence;
- physical assault such as pushing, 'dead arming', 'wedgying', spitting at and kicking others;
- so-called 'traditions' like 'bed-tipping', 'debagging' and 'bouncing' (barging);
- using aerosols such as deodorant cans to 'burn' other boys.

"It was only a Joke" and "It happened to me In the Shells" are not regarded as acceptable justification.

YOUR RIGHTS AND YOUR RESPONSIBILITIES

It is your right to inform someone in authority of any bullying and your responsibility to intervene immediately if someone else is being bullied - you should challenge that behaviour and if necessary inform others. There are solutions that work.

It is your right to be respected and to be given the chance to learn effectively and to develop as a person; it is your responsibility to respect others - you should do all that you can to contribute to the learning and personal development of others.

It is your right to be able to live in the School community without fear and to feel safe; it is your responsibility to help others to do the same - you should support them when they need help.

It is your right to have your contribution to School life valued; it is your responsibility to value others.

It is your right to have your personal property and space respected; it is your responsibility to respect the property and space of others.

Filming bullying-type behaviour and storing or distributing it electronically is taken particularly seriously as a form of cyber-bullying and may be investigated by the police.

Some boys may feel that there is a thin dividing line between 'play fighting' and physical bullying, but any form of physical assault is a criminal offence. This includes using physical force to get others to do something against their will.

PEOPLE TO TURN TO

- a Monitor
- a friend
- your parents or guardian
- a Chaplain
- any beak
- a House tutor
- your House Master/Assistant House Master
- Matron
- House Health Education Tutor
- the School doctors or School nurses
- The Senior Master and Director of Boarding, the Deputy Head Master or the Head Master.

Your House Master will treat all information sensitively and the action to be taken will be discussed with you.