



## Durham School

### BEHAVIOUR POLICY

#### 1 Policy Aim

- 1.1 This policy aims to enable the School to fulfil its obligation to create a successful community in which each individual may flourish within an environment of order and good discipline. The policy seeks to promote and encourage good, positive behaviour and the values of the School, and to ensure that every pupil is able to benefit from and make a full contribution to all aspects of the life, consistent always with the needs of the School community.
- 1.2 The School commits in this policy to observing the principles of the Equality Act 2010 and does not discriminate on any grounds.

#### 2 Policy Statement

- 2.1 Durham School encourages pupils to adopt the highest standards of behaviour, principles and standards in and outside School; the general tone is set through the expression and promotion of values (Moral integrity, Ambition, Responsibility and Kindness), House loyalty, and community spirit, all of which are developed most formally in Chapel, Bow Assemblies, and House meetings, and less formally in games, societies and the high adult-pupil ratio. The School understands that good behaviour is the consequence of positive relationships between the School, its pupils, and parents, and we seek to reinforce those good relationships in all that we do. We aim to promote self-discipline, trust and mutual respect for everyone and we believe that good relations, good manners and a secure learning environment play a crucial part in the educational and social development of our pupils. To this end, the rewards and sanctions that support our behaviour management and discipline are organised in such a way as to act as encouragement to all pupils and, therefore, rely heavily on recognising the positive aspects of academic and personal development. For any individual pupils where staff may require structure in order to support the modification of inappropriate behaviour, there is a range of sanctions available.

**This policy adheres to the philosophy underlying the Equalities Act 2010. The School commits to observing its principles and does not discriminate on any grounds.**

- 2.2 Staff are encouraged to be open and accessible, and are required to demonstrate respect towards the pupils in the way they address and treat them. Praise is promoted over punishment. Pupils, and particularly the School and House Monitors in the Senior School and at Bow, are expected to set high personal examples and to care for the welfare of other pupils. In the Senior School, School Monitors run drop-in sessions to provide pastoral support for pupils, and are encouraged through weekly Monitors' Meetings to promote responsible and respectful behaviour among pupils. In Bow, Form Tutors oversee the welfare of pupils and liaise with subject teachers over pastoral matters.

New pupils are guided in induction sessions on what the School expects and where to turn for help if required. As the first terms go by, there are discussion groups on peer-group relations and attitudes to bullying in House and Tutor time. New pupils receive an introductory booklet telling them about the School and their Houses, and these are also available online for parents' and guardians' information. Pupils across the School, and especially School and House Monitors and those in the role of 'buddies' for new pupils, are encouraged to identify and give support to anyone who is struggling with the transition into a new school.

### **3 Relationship to Guidelines, Procedures, other Policies and Legal Requirements**

3.1.1 The code of behaviour at Durham School is based on three main principles, all of which involve self- discipline and a proper regard for those in authority:

- Respect for the individual;
- Respect for property, whether an individual's or the School's;
- The duty to maintain the School's reputation.

3.2 Pupil discipline is covered by DfE advice "Behaviour and Discipline in Schools", 2011.

3.3 Supporting documentation is to be found within the School Rules, CPD and INSET documents and the Staff and Volunteer Code of Conduct.

3.3.1 This policy should be read in conjunction with the following other policies:

- Safeguarding Policy
- Curriculum Policy
- Educational Visits Policy

### **4 Behaviour Code**

4.1 The School Rules governing pupil conduct is published in Houses and is introduced and reviewed at the start of the academic year by tutors or at the point of admission for later entrants; this code identifies the basic principles which govern the way in which pupils are expected to behave at all times at Durham School. In Bow, the "Five Golden Rules" are used in place of the more formal School Rules in the Senior School.

The School Rules require that pupils should:

- allow everyone the opportunity to learn;
- be respectful and tolerant of other people's opinions;
- wait patiently to speak and listen to what other people have to say;
- be polite and act with humility and kindness;
- help anyone in distress, or find a member of the teaching staff who can help;
- be prepared to challenge ignorance, bullying, or any poor behaviour, or seek out a member of the teaching staff who will.

### **5 Rules**

5.1 A copy of the School rules is published on House noticeboards at the start of the year. Parents are issued with a copy of the School Rules when their child joins the School.

### **6 Rewards**

6.1 To encourage pupils in good behaviour and positive attitudes in the Senior School, there are marks of recognition (Lauds) for good work, and there are marks of distinction for contributions to the School's life, both at House and School level in the form of ties and badges of various known patterns. Lauds are awarded for Moral Integrity, Ambition, Responsibility and Kindness as well as academic endeavour or achievement, and pupils may be invited to sign the *Liber laudis* held in the Headmaster's office for outstanding achievements or endeavours in any area of school life. The more senior pupils are given minor responsibilities within the Houses, and the position of Monitor is valued and sought by most pupils. Monitors are chosen on their character and ability to help junior pupils rather than on grounds of sporting or intellectual ability. Bow also uses a system of Lauds, and pupils may be awarded Lauds Certificates in Assembly or a Lauds Cup on Speech Day.

6.2 A positive behaviour approach is based on praise and reward. Teachers should use praise many more times in a lesson, when on duty, and in a day than they use sanctions. In practice, this may be difficult but as an attitude with which to embark upon every day, it is crucial to the success of a positive behaviour approach to school discipline.

6.3 The School recognises and rewards achievement in the following ways:

- Regular Presentation Assemblies;
- Departmental recognition of excellent work or effort (e.g. stickers, notes in pupil planners, communication to tutors or parents);
- Certificates to acknowledge excellent effort;
- Half-termly reporting and parents' evenings;
- Scholarships and awards;
- Individual pupil meetings with Housemasters/-mistresses, and the Headmaster;
- House Colours;
- School Colours;
- Sports, Music and Drama Colours;
- Selection as a School or House Monitor;
- Positive contact between School and home [by telephone, letter, e-mail, and in person];
- Congratulatory postcards.

Assemblies in the last week of each half-term are given over to recognising achievement. Senior pupil achievements are acknowledged in newsletters, the Friday Flyer, on the website, in the *Dunelmian*; it is the primary responsibility of Housemasters/mistresses and teachers responsible for specific activities to inform the Headmaster or Head of Bow of such achievements. Pupils are actively encouraged to record and reflect on their activities and achievements through the School's VLE, a process which includes peers, staff and parents.

## **7 Behaviour around the School**

7.1 Pupils are expected to behave sensibly and with consideration for others when moving around the School.

Behaviour which is not acceptable on corridors and stairways includes:

- jostling and pushing;
- holding onto other pupils' clothing or bags;
- jumping onto or into other pupils;
- lying in wait to ambush other pupils;
- running;
- jumping down stairs or sliding down stair banisters;
- pushing into spaces which are obviously already overcrowded;
- slamming through doors;
- making unnecessary noise.

7.2 Pupils who persistently ignore expectations of behaviour around the School will be subject to the sanctions as outlined in this policy.

## **8 Behaviour out of School**

8.1 The School expects pupils to behave well out of School, on journeys to and from School, at School events, and to other venues for School activities, and on School trips. Pupils' behaviour should be orderly and respectful of the people and environment around them.

8.2 The School will investigate instances of poor behaviour out of School and may impose sanctions, including permanent exclusion, against those who have brought the name of the School into disrepute. Pupils are expected to wear their uniform correctly on the journey to and from School. When staff have direct control of pupils out of School, they have the same powers as when in School.

## 9 Behaviour for Learning

- 9.1 Teaching at Durham School promotes pupils' high levels of resilience, confidence and independence when they tackle challenging activities; pupils are encouraged to demonstrate high levels of self-discipline, independence and a positive attitude to their learning.
- 9.2 Formal reporting requires the pupil's approach to be assessed according to a scale which establishes the pupil's readiness to learn:

**1 Outstanding** behaviour for learning would typically include:

- Pupil consistently displays a very positive attitude towards learning and is eager to learn;
- Remains on-task and is productive, e.g. in independent, group and whole class work;
- Very organised and well-prepared for lessons (including homework);
- The pupil shows excellent conduct, manners and punctuality;
- The pupil takes great pride in work.

**2 Good** behaviour for learning would typically include:

- Pupil's attitude to all aspects of learning is consistently positive;
- Remains on-task in whole-class work, group work, or when working on their own;
- Properly prepared for lessons (including homework);
- Punctual, brings the right equipment, ready to learn;
- Responds very quickly to instructions and requests by staff;
- Allows lessons to flow smoothly and without interruption;
- Takes pride in work.

**3 Adequate** behaviour for learning would typically include:

- The pupil's attitude is satisfactory;
- Work is completed punctually on most occasions;
- Improvement is needed as there are several aspects which are not good.

**4 Inadequate behaviour** for learning would typically include:

- The pupil persistently lacks engagement;
- Poor attitude and lack of self-discipline has a significantly negative effect on own progress;
- Persistent low-level disruption of the learning environment;
- Periodic major disruption to learning environment;
- Lack of respect, manners, or intolerance shown towards staff or pupils;
- Refusal to follow instructions.

- 9.3 In-service training takes place regularly at the starts of term and in Departmental meetings to further understanding of poor and effective classroom management as well as strategies to develop successful behaviour for learning.

## 10 Durham School Behaviour Pathway

- 10.1 Durham School uses a Behaviour Pathway to respond to occasions when pupil behaviour falls short of expectations; sanctions are range from the lowest level of intervention [S0] to the highest [S5], and are graded in response.
- 10.2.1 All sanctions are recorded by the relevant teacher in SIMS, and weekly reviews of pupil behaviour are conducted by Housemasters/-mistresses who determine the hierarchy of disciplinary sanctions:

- Verbal reprimand;
- Minor chore if appropriate (tidying of a mess created by the pupil, or written exercise which encourages the pupil to reflect on behaviour);
- Detention, in ascending scale of a lunchtime, an hour on Friday 5.45-6.45 p.m., and Saturday 9.00a.m.-11.00 a.m.;
- Academic detention, either departmental (lunchtime) or Head of Section (Tuesday evening, 5.00-6.00 p.m.)
- Gating within the School bounds;
- Suspension, either internal or external;
- Permanent exclusion.

Sanctions are not arbitrary but are based on the following principles:

- They must not humiliate or physically tire the offender.
- They must be justifiable and appropriate to the scale of offence and pupil's age and circumstances. A pupil may ask for help from senior staff if a punishment seems unfair. A Complaints' Procedure notice is posted within each House.
- All staff have a copy of the sanctions they may apply and which they may not exceed; this is included within the Staff Handbook.
- Parents are involved over any serious or repeated misbehaviour.
- Punishments are recorded in ways which mean the Housemaster/mistress is kept informed and can, therefore, monitor the situation.
- Pastoral guidance is given alongside punishment.

Copies of the School Rules and the Behaviour Pathway are published in Houses and made available electronically to all pupils and parents.

#### 10.2.1 Corporal Punishment

The use of corporal punishment is forbidden by law, and no member of School staff may apply any sanction which is intended to cause or threaten pain, injury or humiliation.

#### 10.2.2 Use of Reasonable Force

The School recognises that there are circumstances in which it may be necessary for staff or volunteers to use reasonable force to control or restrain a pupil. Such action may be required in order to:

- prevent a child from harming him/herself or others;
- prevent a child from committing a criminal offence;
- defend oneself from attack;
- prevent a child from leaving a supervised environment, thus putting his/her safety at risk.

Reasonable force should only be used as a last resort, and staff should use the minimum force required to achieve the desired result.

Physical interventions that would be deemed 'reasonable force' in such circumstances include:

- pushing, pulling or taking the arm of a child to move him/her away;
- blocking a child's way;
- standing between two children to separate them.

Physical interventions which would be deemed inappropriate include:

- holding or pulling a child by the head, hair or neck;
- twisting limbs;
- kicking, hitting or slapping.

If reasonable force is used, the member of staff should remain calm throughout and explain clearly to the pupil what is happening and why. Any incident requiring a member of staff or volunteer to use reasonable force to restrain a child should be reported to the Deputy Head (Pastoral) as soon as is reasonably practicable.

## **11 Serious Discipline and Exclusion**

The most serious of offences may result in suspension, requiring the pupil to be temporarily removed from the School or routine School activities, or permanent exclusion.

Such offences include the following, although this list is not exhaustive:

- Assault
- Vandalism
- Theft
- Verbal abuse or threatening behaviour towards staff or other pupils, including online or through social media
- Persistent disruptive behaviour in class
- Persistent unacceptable behaviour around School
- Sexual misconduct or inappropriate sexual behaviour
- Substance abuse [see Section 12]
- Possession of an offensive weapon
- Any illegal act
- Arson
- Serious bullying
- Threatening behaviour or harassment
- Indecency
- Inappropriate behaviour online or through social media
- Breaking of bounds rules
- Breakdown of the working relationship between a pupil and his/her peers or a pupil and the staff
- Malicious allegations against staff

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Headmaster will consider whether to take disciplinary action in accordance with this policy.

Where a parent has made a deliberately invented or malicious allegation the Headmaster will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.

In accordance with the DfE's guidance *Keeping children safe in education* (September 2016), the School will consider a malicious allegation to be one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

11.1 Suspensions will, under normal circumstances, be for a limited period as it is important that the pupil's education is resumed without unreasonable delay. In a case which is likely to result in suspension, removal or exclusion the following protocol will apply:

- A thorough investigation will take place. This will be conducted by a senior member of staff, usually a Deputy Head;
- The pupil will be informed of the allegation and the evidence supporting it;
- The pupil will be given an opportunity to exonerate him/herself;
- The final hearing of the case will be conducted by the Headmaster (or by a nominated senior member of staff who has not been involved in the investigation);
- Parents may request a governing body review of any decision to exclude or remove a pupil. The request should be made in writing as soon as possible and in any event within seven days of the decision.

The only exception to the above would be in the case of an external investigation by the police or other similar agency. In the case of an allegation of serious criminal behaviour on the part of a pupil, the School will cooperate fully with any police investigation. In other circumstances where the advice or involvement of an outside agency would be pertinent, the School will seek advice from appropriate agencies and professional bodies (including the Durham Local Safeguarding Children Board, HMC, and BSA). In such cases, it may be appropriate or necessary for a pupil to be removed from the School pending the outcome of the investigation.

11.2 Possible behaviours or situations which may lead to permanent exclusion are mentioned as follows in the School's Terms and Conditions:

'if the child's attendance, progress or behaviour including behaviour outside school is seriously unsatisfactory and in the reasonable opinion of the Head, the removal is in the School's best interests and of those of the child or other children'; and

'if behaviour is, in the opinion of the Head, unreasonable and affects or is likely to affect adversely the child's or other children's progress at the School or the well being of School staff or bring the School into disrepute'.

As soon as it becomes evident that permanent exclusion is a probability rather than a possibility, the following protocol will apply:

- The parents or guardian of the relevant pupil will be contacted and invited to attend the School;
- The Chair of Governors, or Deputy Chair, will be informed, the case outlined, and advice and permission for exclusion, if considered appropriate, will be sought;
- Written statements and notes of interviews and meetings will be kept secure and regarded as confidential;
- The Headmaster may consult with senior colleagues, Governors and others regarding the particular sanction being considered, and whether it is appropriate;
- The School will attempt to resolve any situation as quickly as possible but without undue haste that could obscure natural justice or result in an inappropriate decision;
- A pupil or that pupil's parents have the right to appeal against any sanction of exclusion imposed. The process for such an appeal may be found in the Complaints Policy.

## **12 Drugs and Alcohol**

12.1 Durham School is committed to keeping all its pupils healthy and happy. We recognise that within every school community there may be misuse of alcohol and exposure to illegal drugs. We take a proactive approach to substance abuse and believe that our pupils must be taught about the risks so they can make informed choices. Our approach, therefore, is pastoral as well as punitive depending on the age, circumstances and awareness of the child. We have a duty to prepare our pupils for the fact that they may be offered drugs at some time in their lives and our drugs awareness programme aims to teach self-awareness and assertiveness in resisting temptation and peer pressure.

12.2 For the purposes of this document, we define illegal substances to include the following, although this list is not exhaustive:

- Heroin
- Cocaine
- Crack
- Ecstasy
- LSD
- Magic Mushrooms
- Cannabis
- Barbiturates
- Amphetamines (except in the case when these are prescribed by a recognised member of the medical profession)
- Tranquillisers
- Anabolic steroids

- New psychoactive substances
- Poppers or solvents including glues and canisters.

12.3 All staff must be aware of the normal adolescent personality and avoid thinking of users in a stereotypical way. It is important to bear in mind that the changes outlined below could also be conversant with loss or bereavement or other trauma.

There may be a case for 'cause' testing where we have reason to believe that a child might have taken illegal drugs. Signs of possible drug use include:

1. Sudden change in behaviour e.g. unusual mood or sleep patterns;
2. Sudden decline in academic performance;
3. Drunken effect;
4. Heightened sense of sound and colour and a calmness and sense of well-being towards others;
5. Hallucinations or mixed-up sense of vision;
6. Changes in physical appearance (dilated pupils or eyes seeming 'dead'; sudden loss of weight resulting in skeletal features and hollow eye sockets; nervous tics or fidgeting; unusually hungry);
7. Reports from responsible members of the school community;
8. Items of paraphernalia found in their room or on their person;
9. Unusually spotty back or increase in muscle bulk;
10. Disclosure by the user themselves or request for help or testing;
11. Absences for treatment;
12. Disclosure by a parent or friend.

#### 12.4 Drug Testing

Durham School reserves the right to test pupils for drug use at any time during the School term where there is reasonable suspicion that they are being or have been used by a pupil including during the holidays. Testing is a useful tool in the detection of drug abuse and 'for cause' testing is preferable to 'random testing'. Drug testing at Durham School is reserved for situations where there is suspicion of drug misuse or where drug abstinence is being monitored. Random testing is considered unethical and likely to offend the innocent.

If circumstances have arisen when the School in its discretion considers it necessary to carry out a drugs test on a pupil, the School will attempt to contact a parent or guardian to so advise. The parent will be invited to be present provided that the test can be effected the same day. If a parent or guardian cannot be present the School will ensure that there is a responsible adult present in addition to the person taking the sample. If the parent objects to the test being carried out, that will be deemed a fundamental breach of contract and can result in the withdrawal of the pupil's place at the School. All drug testing will be administered by the School on the School's premises without exception.

#### 12.5 Sanctions

Durham School does not tolerate the use of illegal substances and in its School Rules states that the use of illegal drugs both within and outside the school by a Durham School pupil of any age is strictly forbidden. Any pupil using or supplying drugs, on the School site or elsewhere, will be subject to serious sanctions. All pupils are reminded that the law of the land applies to all drug use and the School takes seriously its responsibility to notify parents and the appropriate authorities if drug abuse is suspected or proven.

#### 12.6 Alcohol

Durham School staff are encouraged to communicate the clear message to our pupils that alcohol is one of the main 'gateway' drugs and that a responsible attitude towards alcohol is essential for adult life. We maintain that the law of the land must be followed and no pupil is permitted to be in possession of or consume alcohol on the School site unless it is at an organised and supervised school event. Alcohol is permitted at Sixth Form events when served with a meal and by staff. As we are a boarding school it is considered appropriate on rare occasions such as House Suppers and House Barbecues to permit pupils in Year 11 to consume one alcoholic drink; this may happen only with the

express permission of the Senior Housemaster/mistress on each and every occasion, and all alcohol must be served by a member of staff. Any breach of the School rules with regard to the consumption, possession or supply of alcohol will be treated very seriously and will result in a serious sanction.

## 13 **Bullying**

13.1 Durham School has a forthright approach to bullying and is committed to responding swiftly and effectively to any bullying concern by:

- demonstrating that the school takes bullying seriously and that it will not be tolerated;
- taking measures to prevent all forms of bullying in the school and on off-site activities;
- demonstrating to all that the safety and happiness of pupils is enhanced by dealing positively with bullying;
- supporting everyone in the actions to identify and protect those who may be bullied;
- educating our staff, pupils and parents about safe behaviour online, and particularly how to deal with and report online abuse;
- promoting an environment where pupils feel able to tell someone if they experience bullying, and encouraging a proactive attitude among pupils.

13.2 All members of staff should be aware of signs of bullying of any form and will be trained annually in the appropriate action to be taken regarding dealing with such bullying. Records of such training are kept by the Deputy Head [Pastoral].

13.3 The parents and guardians of any pupil who experiences bullying should be involved in the process of tackling and preventing such behaviour.

13.4 While the School actively promotes positive relationships between and among pupils, it acknowledges that some bullying and unpleasant behaviour can take place when children are in constant and close contact, and the School recognises that it needs to be prepared to take both proactive and reactive measures to minimise and resolve any cases of bullying.

13.5 Definition of bullying:

The School defines bullying as behaviour – usually, although not exclusively, repeated or habitual – that is intended to hurt someone physically or emotionally. Bullying can take many forms including, name-calling, teasing, jostling, punching, intimidation, extortion, assault and verbal abuse. Bullying can be directed at individuals or groups for reasons of race, religion, culture, sex, gender, sexual orientation, special educational needs and disability. It may occur directly or remotely (for example, through social media sites, mobile phones, text messages, photographs and email). Repetition of any of the above would be construed as bullying, whereas ‘one-off’ incidents are usually considered to be isolated incidents of unpleasantness.

Bullying can cause physical and psychological suffering, feelings of isolation and loneliness, low self-esteem, insecurity, anxiety and fear arising from a threatening atmosphere.

Below is a list of behaviours and actions which can be used to help to identify cases of bullying:

- One-off verbal abuse of A by B is not bullying. It is unpleasantness.
- One-off hitting of A by B is not bullying. It is assault or similar.
- Sustained and regular hitting or verbal abuse of A by B is bullying.
- A one-off action by A against B in the context of similar repeated or regular behaviour towards B by others is bullying.
- An especially malicious action (physical or related to property) may be counted as bullying.
- Actions by a group rather than an individual would be counted as bullying.
- Actions by an older pupil towards a younger pupil would be counted as bullying.
- Long-term teasing, even when claimed to have no intention to humiliate or hurt, is bullying.

### 13.6 Identifying Bullying

- The School carries out an Anti-Bullying Audit once per year. All pupils are given the opportunity to report anonymously any bullying behaviour that they may have witnessed or experienced.
- Pupils are able to report a concern directly to the Deputy Head [Pastoral] at any time via the VLE by posting a message using the *Report a Concern* option.
- It is important that all members of staff are alert to early signs of distress in pupils, which may include: deterioration of work, spurious illness, isolation, a desire to remain with adults, erratic attendance, tearfulness or anger. Any of these signs may be outward signs of bullying.
- Pupils should be made aware and constantly reminded that in relation to any form of bullying, towards themselves or others, they should inform an adult immediately.
- Parents are actively encouraged to contact the school immediately if they suspect or know that their child is being bullied at school or online/through ICT.

### 13.7 Actions to be taken

Any incident of bullying should be followed by the steps below. This also shows to all concerned how seriously the school regards any form of bullying behaviour.

- Any pupil experiencing bullying should immediately inform a member of staff.
- The pupil will then be asked to record the event in writing.
- Other pupils involved (i.e. perpetrators and witnesses) will be interviewed by a member of staff and asked to record the event in writing.
- Any adult involved should make careful written notes of what they have observed or been told about the event.
- This adult is responsible for communicating with relevant colleagues and ensuring that the School responds appropriately to the event.

Anything that is found to be bullying will be dealt with as follows:

- First offence and/or small-scale incidents will be dealt with by teachers and/or Housemaster/mistress who will inform parents and the Deputy Head [Pastoral]. A warning will be given and documented; sanctions will be given if appropriate.
- Repeated offence or more serious incidents will be referred to the Deputy Head [Pastoral]. Parents will be informed, as will the Headmaster, documented warnings and/or written contract will be issued and sanctions given if appropriate.
- Further repetition or very serious incident will be referred to Headmaster. Parents will be contacted and more serious action taken.
- Support and guidance will always be offered to any pupil who experiences, is involved in or perpetrates bullying with a view to restoring positive relationships and preventing future problems.

### 13.8 Outline Strategies

#### Proactive

The following list includes ways that the School is proactively working to minimise any form of bullying:

- i. Published School Rules available to pupils, parents and staff;
- ii. Published Behaviour Policy available to pupils, parents and staff, as well as prospective pupils/parents;

- iii. Themed presentations in Chapel and School Assemblies;
- iv. House Meetings and Year Group Meetings;
- v. Tutor time and PSHE lessons;
- vi. Vigilance and intervention by teaching staff, pastoral staff, School Monitors and House Monitors;
- vii. Appropriate discipline at all levels to clearly-defined and universally-followed upward referral policies;
- viii. Age-appropriate anti-bullying talks and presentations;
- ix. Training of all pupils in recording and reporting of bullying incidents;
- x. Provision for anonymous reporting of bullying through an annual, school-wide Anti-Bullying Audit and the VLE;
- xi. Year group Monitors in Houses;
- xii. House Councils in all Houses;
- xiii. DS Together: a peer support programme staffed by senior pupils which offers a drop-in service for any pupil experiencing bullying twice per week;
- xiv. School Monitors in every House with specific responsibility for pastoral care;
- xv. Communication to all School staff to raise awareness of problematic behaviour and vulnerable pupils.

Records of allegations or incidences of bullying are monitored by the Deputy Head (Pastoral) to identify any patterns which might develop or any areas where bullying takes place.

#### Reactive

The School will ensure the following people are appropriately trained and supported, and available to pupils in order to react effectively, using serious disciplinary measures where necessary, in relation to any form of bullying identified.

- All teaching staff
- Pastoral staff: Tutors, Housemasters/mistresses, Matrons, SMT , Deputy Head [Pastoral] and Senior Master
- Boarding staff
- Monitors: House and School
- Chaplain
- Medical Centre staff
- NCSC External Listener: Mrs Helen Weston

#### 14 Oversight

This policy is overseen by the Education Committee of the Governing Body and will be reviewed at least annually.

**Approval**  
**Policy written and reviewed by**

**Jennifer M Burns, Deputy Head [Pastoral]**

**November 2014**

**August 2015**

**October 2015**

**December 2016**

**August 2017**

**December 2017**

**September 2018**