

Anti-Bullying Policy

You have heard that it was said, 'You shall love your neighbour and hate your enemy.' But I say to you, Love your enemies and pray for those who persecute you, so that you may be sons of your Father who is in heaven

Matthew 5: 43-45

Ampleforth College

Person responsible for Policy	Headmaster Deputy Head Designated Safeguarding Lead Deputy Head Pastoral and Wellbeing Ampleforth College
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Policy: At a glance:

- This policy sets out what is bullying behaviour, and how the College promotes an anti-bullying culture
- The policy sets out what happens in the event of there being an allegation of bullying behaviour, including support for the victim and perpetrator, sanctions, follow up actions and recording.

1 Policy Statement

- 1.1 This is the anti-bullying policy of Ampleforth College (College).
- 1.2 **Scope:** This policy applies to the whole College irrespective of their age and applies at all times when the student is:
- 1.2.1 in or at College;
 - 1.2.2 representing the College;
 - 1.2.3 travelling to or from College;
 - 1.2.4 on College-organised trips;
 - 1.2.5 associated with the College at any time;
 - 1.2.6 in the care of the College or not, at the time when the College becomes aware of an incident of bullying behaviour.

This policy also applies to students at all times and places in circumstances where failing to apply this policy may:

- 1.2.7 affect the health, safety or well-being of a member of the College community or a member of the public;
 - 1.2.8 have repercussions for the orderly running of the College; or
 - 1.2.9 bring the College into disrepute.
- 1.3 **Publication:** This policy is provided to all parents and students on the College's Student and Parent Portals, to all staff in the Staff Handbook and is also available on request in the College offices. This policy can be made available in large print or other accessible format if required.
- 1.4 **Government Guidance:** This policy has been drawn up having regard to the following guidance and advice:
- 1.4.1 Preventing and tackling bullying: Advice for headteachers, staff and governing bodies (DfE, July 2017);
 - 1.4.2 Cyberbullying: advice for headteachers and school staff (DfE, November 2014);
 - 1.4.3 Advice and guidance: How can we stop prejudice-based bullying in schools (Equality and Human Rights Commission);
 - 1.4.4 Working together to safeguard children (DfE, December 2023);
 - 1.4.5 Keeping children safe in education (DfE, September 2024);
 - 1.4.6 The Prevent Duty (DfE, September 2023)
 - 1.4.7 Searching, screening and confiscation: advice for schools (DfE, July 2022).

1.5 Policy Aims:

- 1.5.1 The principal aims of this policy are to define bullying behaviour, to protect and safeguard all students at Ampleforth from bullying behaviour, and to explain how the College will identify and respond to bullying behaviour should it happen.
- 1.5.2 The *Rule of St Benedict* sets out our standards for the life of a community. '***They try to be the first to show respect to one another with the greatest patience in tolerating weaknesses in body or character... No one aims at personal advantage but is rather concerned for the good of others.***' Bullying, whether verbal, physical or indirect, is about intimidation, persecution, and abuse of

power directed towards the vulnerable in any community. The *Rule of St. Benedict*, by contrast, speaks of a community of tolerance, wholeness, service, and respect for others; a place where a person can grow as God intended. A community living by the *Rule of St. Benedict* must offer a stable and peaceful home to people where there is equitable treatment, regardless of race, ethnic origin, nationality, gender, disability, age, religion, sexual orientation, marital/parental status, political beliefs and socio-economic group. This list is not exhaustive. All will be helped to reflect on the ways in which they can contribute to and live up to this ideal. Bullying behaviour is the antithesis of a community of faith and virtue, and so must be confronted promptly, firmly, effectively and with compassion. It is an injustice which must be deterred and otherwise prevented as far as is practicable and challenged visibly and robustly when it occurs. Students, parents, teachers, volunteers and Trustees are made aware of the nature of bullying behaviour and its impact on the lives of those who are subjected to it.

1.5.3 Through the operation of this policy we therefore aim:

- to actively promote and safeguard the welfare of students at the College
- to maintain and drive a positive and supportive culture among all students and staff throughout the College
- to prevent bullying behaviour, detect it when it occurs, and deal with it appropriately on a case-by-case basis;
- to comply with the College's duties under the Equality Act 2010; and
- to follow published practice guidance for the safeguarding of disabled children

1.6 Bullying behaviour is always unacceptable and will not be dismissed as being normal or as "banter" or simply "part of growing up". Bullying behaviour will not be tolerated at the Colleges because:

- it is contrary to the *Rule of St. Benedict* and therefore all our aims and values, our internal culture and the reputation of the Colleges
- it is harmful to the person who is bullied, and to those who engage in bullying behaviour, and those who support them, and can in some cases lead to lasting psychological damage; and
- it interferes with a student's right to enjoy her/his learning and leisure time free from intimidation and the risk of harm.

2 Bullying Behaviour

2.1 **Meaning:** Bullying is deliberate and targeted behaviour, repeated over time, which hurts and causes distress or other physical/psychological damage by taking unfair advantage of another person in some way, making him or her feel uncomfortable or threatened. Bullying behaviour may be:

- physical - hitting, kicking, pushing people around, spitting; verbal - name-calling, taunting, teasing, insulting, or demanding money
- exclusionary behaviour - intimidating, isolating or excluding a person from a group
- general unkindness - spreading rumours or writing unkind notes, graffiti, phone texts or e-mails, commenting on appearance or manner, hiding possessions

- low level disruptive behaviour - wearing "banter" and "horseplay" over a pro-longed period of time; or
- cyberbullying - using the Internet, mobile phones, social networking sites, etc to deliberately upset someone else (see section 2.2 below)
- harmful sexual behaviours - includes sexual harassment and sexual violence:
 - (a) sexual harassment: unwanted conduct of a sexual nature that can occur online and offline. It can include but is not limited to:
 - (i) sexual jokes or taunting
 - (ii) physical behaviour such as deliberately brushing against someone, interfering with their clothes, displaying pictures, photos or drawings of a sexual nature
 - (iii) online sexual harassment which may include: upskirting, non-consensual sharing of sexual images and videos (sexting); inappropriate sexual comments on social media; exploitation; coercion and threats.Incidences of sexual harassment will be investigated to ensure they are not part of a wider pattern of sexual harassment and/or sexual violence.
 - (b) sexual violence: sexual offences under the Sexual Offences Act 2003, specifically rape, assault by penetration and sexual assault.

Bullying behaviour may also be:

- sexual - talking to/about or touching someone in a sexually inappropriate way
- sexualised – pretending to make sexualised advances or being sexually suggestive
- prejudice-based - motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance
- sexist - related to a person's sex or gender reassignment
- racist, or relating to someone's religion, belief or culture
- related to a person's sexual orientation (homophobic/biphobic)
- related to pregnancy or maternity
- initiation type violence/hazing
- related to a person's home circumstances (eg when a child is adopted or in need)
- related to a person's physical or mental health disability or vulnerability, including special educational needs, learning difficulty, health or appearance
- taking advantage of an imbalance of power or seeking to control someone

2.2 **Cyberbullying:** Cyberbullying is the deliberate use of information and communications technology (**ICT**), particularly mobile electronic devices (eg text messaging, photographs or e-mail) and the Internet (eg social media websites and applications), to upset or establish a controlling relationship over someone else. An incident of cyberbullying will be dealt with in accordance with the procedures in this policy. The College's separate Acceptable Use of IT and Online Safety policies provide guidance for students about cyberbullying and online safety.

2.3 **Intention:** Not all bullying behaviour is deliberate or intended to hurt. Some individuals may see their hurtful conduct as 'teasing' or 'a game' or 'for the good of' the other person. These forms of bullying behaviour fall within the scope of the definition of

child-on-child abuse and are equally unacceptable but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions. If left unchallenged or dismissed low-level disruption can have a wearing, and significant, impact on targeted individuals exposed to such behaviour.

- 2.4 **Responsibility:** It is everyone's responsibility to ensure, whatever the circumstances, that no one becomes a victim of bullying behaviour. A person may be vulnerable to bullying behaviour because of her/his age, physical appearance, nationality, colour, sex, sexual orientation, gender reassignment, religion or belief, culture or disability, or because she/he is new in the College, appears to be uncertain or has no friends. She/he may also become a target because of an irrational decision by a bully.
- 2.5 **Legal Aspects:** A person who makes a physical or sexual assault on another, or who steals or causes damage to the property of another, commits a criminal offence. Bullying behaviour may also be regarded as threatening behaviour or harassment which can be either a criminal offence or a civil wrong. Misuse of electronic communications could also be a criminal offence, for example it is an offence to send an electronic communication (such as a text message or e-mail) to another person with the intent to cause distress or anxiety. If the College considers that a criminal offence may have been committed, they will seek advice and/or assistance from the police.
- 2.6 **Safeguarding:** Some behaviour by a student towards another may be of such a nature that safeguarding concerns are raised. Such behaviour may include bullying (including cyberbullying), causing physical harm, initiation/hazing type violence and rituals, sexting or any form of sexual harassment or violence.
- 2.7 The College's policy and procedures with regard to child-on-child abuse are set out in the College's Safeguarding Policy and Procedures. Concerns about a student's welfare because they are the victim or perpetrator of bullying behaviour must be reported in accordance with the Safeguarding Policy and Procedures and appropriate action taken, taking into account the Local Safeguarding Children Partnership's threshold arrangements.
- 2.8 A bullying incident will be treated as a child protection concern when there is reasonable cause to believe that a child (whether victim or perpetrator) has suffered, is suffering or is likely to suffer significant harm.

3 Anti-bullying Culture

- 3.1 **Ethos:** Our expectation of all members of the College community is that:
- every student Ampleforth College will uphold the Code of Conduct – see Appendix 1
 - a student or a member of staff who witnesses or hears of an incident of bullying behaviour in or out of College will report it. A student or member of staff who is aware of bullying behaviour taking place and chooses not to report it may be considered as an associate or victim of the bully.
 - an allegation of bullying behaviour will always be taken seriously; and
 - no one will tolerate unkind actions or remarks or stand by when someone else is being bullied.

3.2 **Equal Opportunities:** In College and in every year group:

- discriminatory words and behaviour are treated as unacceptable positive attitudes are fostered towards people with any protected characteristic, defined by the Equality Act 2010 as: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation.
- positive attitudes are fostered towards differences through the curriculum and tutorials.

3.3 **Proprietor:** The Trustees have overall responsibility for promoting and safeguarding the welfare of students at the College, ensuring that those in leadership and management positions actively promote student well-being. This includes ensuring that policies and procedures are in place and implemented effectively to:

- minimise the risk of bullying behaviour at the College so that students and staff feel safe and secure
- intervene early in low-level disruption to prevent negative behaviours escalating
- deal swiftly with allegations and incidents of bullying behaviour at the College so that students and staff are confident that all incidents will be dealt with appropriately
- consider incidences of sexual harassment in broad terms so in order to prevent the normalisation of behaviours which can provide an environment that may lead to unhealthy relationships and more significant harms, such as sexual violence.

3.4 **Staff:** Through their training and experience, members of staff are expected to promote an anti-bullying culture by:

- setting a good example by creating or supporting a social environment characterised by good behaviour, respect for others and an understanding of differences in ability, gender, sexuality, race and background.
- using and supporting the use of educational elements such as, but not exclusively, the Christian Living programme, assemblies, projects, drama and literature to facilitate the awareness and discussion of differences between people and to bring a focus to the avoidance of prejudice-based language.
- understanding the boundaries of behaviour in student interaction, so as to be able to interpret situations which cause distress or damage and not allow them to pass as “banter” or “horseplay”
- celebrating achievement and diversity
- anticipating problems and providing support
- disciplining sensibly, fairly and consistently, taking into account any special educational needs or physical or mental health disabilities of the student and the needs of vulnerable students
- taking into account the motivations and any underlying safety concerns of the perpetrator and providing support as appropriate
- making opportunities to listen to students; and
- acting as advocates of students.

3.5 **Students:** Through our pastoral care systems, students are informed and taught that bullying behaviour will not be tolerated in the College. They are encouraged:

- to celebrate the effort and achievements of others
- to hold and promote positive attitudes
- to feel able to share problems with staff
- to turn to someone they trust, if they have a problem
- not to feel guilty about making allegations
- to treat meals as pleasant social occasions
- to be kind, considerate and tolerant towards others
- to be aware of the impact their behaviour can have on others
- to challenge their peers if they are unkind to others
- to celebrate the diversity of others
- to use technology safely and securely and to be aware of the risks and impact of the use of technology on themselves and others.

3.6 **Parents:** Parents have a part to play in countering bullying behaviour. They have access to this policy and receive information from the College about how to identify the signs of bullying behaviour and how to engage with the College if they have concerns about the actual or suspected bullying of their own child or other students.

4 Anti-bullying Systems

4.1 **Approach:** Our systems for detecting and dealing with bullying behaviour are designed to operate:

- vertically, through all year groups and House teams; and
- horizontally, within year groups and in the classroom and other activities.

Our anti-bullying systems are implemented and driven in the way described below.

4.2 **Vigilance:** Members of staff are vigilant at all times but particularly:

- before lessons; in the queue at the Refectories and in the Refectories themselves
- in Houses
- on school transport

4.3 **Meetings:** Student relationships and behaviour are regularly discussed in meetings between:

- members of the Senior Leadership Team at Ampleforth College
- the Headmaster, teaching staff and College Monitors (where applicable)
- Ampleforth College's Housemistresses and Housemasters
- tutors and students in their tutor group; and
- Pastoral House teams.

The result of these meetings is to feedback information about friendship patterns, particular incidents, any student who seems to be isolated, any growing 'power base' and any known conflict between a member of staff and a student, or between students, so

that strategies can be developed to prevent bullying incidents.

4.4 **Education:** Measures are taken throughout each year to educate students about bullying behaviour and this policy. These measures include:

- 4.4.1 the Christian Living curriculum includes a course on bullying which covers:
- Who is the 'bully'? Who is the 'victim'?
 - Why are some people 'bullies' and others 'victims'?
 - What should a pupil do if she/he is bullied?
 - What constitutes bullying behaviour? What is cyberbullying? Where are the boundaries?
 - What should be done if bullying behaviour is confirmed?
 - Videos are shown to stimulate discussion.
- 4.4.2 Anti-Bullying messages are given in assemblies.
- 4.4.3 Anti-Cyber-bullying is part of the online safety training delivered to students.
- 4.4.4 Online safety is a key aspect of all areas of the curriculum. Parents are informed about online safety issues and the College's strategies to safeguard students through correspondence. See the College's Online Safety policy for further information about the College's online safety strategy.

The College recognises that children with special educational needs and physical or mental health disabilities can face additional safeguarding challenges, including the potential to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs. The College will consider extra pastoral support for students with special educational needs and disabilities, as required.

4.5 **Staff Training:** Appropriate training in all aspects of care is arranged to ensure that Housemistresses and Housemasters (where applicable) and other staff involved in the pastoral management of students have the necessary personal and professional skills, especially:

- awareness of the risk and indications of child-on-child abuse and bullying behaviour, and how to deal with cases
- having an understanding of the groups who may be more vulnerable to bullying behaviour
- gathering information about issues between students which might provoke conflict-counselling skills (including bereavement) and other specialist skills so as to understand and respond to the actual or emerging needs of students, such as SEND or gender and sexual identity (LGBT+) and in Boarding Houses, ensuring that:
 - a) there is an adequate presence of staff
 - b) staff are actively involved with students in all areas when they are on duty
 - c) measures are taken to avoid boredom and lack of purpose among students
 - d) there is space available for students to be in a quiet place when needed
 - e) there is no crowding in bedrooms or common rooms; and

- f) good behaviour and discipline are maintained.

4.6 **Students' Responsibilities:** We emphasise with senior students the role which is expected of them in setting a good example and being helpful to younger students and each other. Older boarders are encouraged to keep an eye on younger boarders and offer support, where it is needed, and in particular:

- all senior students have the opportunity for House duties but senior students who do not wish to have extended pastoral responsibilities are not coerced
- the responsibilities of senior students are appropriately limited
- members of staff expect College Monitors and House Monitors (where applicable) to offer supervisory support; and
- College Monitors receive training at the beginning of the academic year on how to work with and support younger students with sensitivity and care.

4.7 **Why incidents might not be reported**

4.7.1 **Victim:** There are many reasons why a student who has suffered bullying behaviour may be reluctant to report it. She/he may become demoralised and may say, for example:

- it is telling tales. They won't believe me because the person I am complaining about is popular and I am not, and I will become even more unpopular
- the things they are saying and doing are too embarrassing to discuss with an adult
- it is all my fault anyway for being overweight/too studious etc
- there are too many of them - there is nothing the staff can do
- it will get back to my parents and they will think less of me
- I will just try and toughen up and grow a thicker skin
- I will lie low and not draw attention to myself
- this is a normal part of growing up and going to College.

4.7.2 **Witnesses:** There are also reasons why a student who has witnessed or learned of bullying behaviour may not want to make a report. She/he may say:

- it is 'grassing' or 'snitching' and I will become unpopular
- it is not my concern anyway; or
- I don't like the victim and I would find it embarrassing to be associated with him/her.

4.8 **Culture and values:** Any of these responses would be contrary to our culture and values at the College. When we drive and implement this policy we encourage every student (and their parents) to understand that:

- every allegation of bullying behaviour will be taken seriously
- members of staff will deal with an allegation sensitively and effectively in accordance with their experience and the training they have received
- there is a solution to nearly every problem of bullying behaviour

- a student who complains will receive advocacy, support and advice and in many cases the problem can be dealt with on a no-names basis; and
- the primary aim will be for the bullying behaviour to cease, not the punishment of the bully unless this is necessary according to the provisions of relevant policies
- the bully may need support to address the causes of bullying behaviour.

5 Procedures

- 5.1 **Guidelines:** The following procedures are a guideline except where expressed in the terms 'should' or 'must'. The best guide is the experience and training of the staff.

Reporting bullying behaviour allegations

- 5.1.1 **Students:** A student who is being bullied, or who is worried about another student being bullied, should complain without delay and can do so in several ways. She/he can:

- tell her/his parents, her/his Housemistress/Housemaster, Assistant Housemistress/Housemaster, Matron, House Chaplain, Deputy Head, Deputy Head Pastoral, Designated Safeguarding Lead or Headmaster, or a responsible older student; alternatively
- contact the College Counsellor or one of the Independent Listeners, whose details are published on House noticeboards and in the Student Handbook, for advice
- complete the form found [here](#). This will immediately email the Pastoral Team (which includes the Deputy Head Pastoral and Wellbeing and the DSL). This form may be completed anonymously if preferred. A QR code to access this form is on House notice-boards
- contact a College doctor or a nurse in the Infirmary
- contact Childline (0800 1111) or the Children's Commissioner (0800 528 0731)

- 5.1.2 **Parents:** Parents who are concerned that their child is being bullied should inform their child's Housemistress/Housemaster without delay. If it is a concern about a member of staff, they should contact the Headmaster.

- 5.1.3 **Staff:** This policy focuses on the bullying of students although it is recognised that staff can be the victims of bullying behaviour and on occasion could be perceived to be the perpetrator of bullying behaviour. Staff members who are concerned about being bullied or harassed should refer to the College's Dignity at Work policy, which is set out in the Staff Handbook. Students and parents who feel that a member of staff is bullying should report this in accordance with the procedures set out above.

- 5.2 **Initial Allegation:** A member of staff who learns of alleged bullying behaviour must:

- firstly, respond quickly and sensitively by offering advice, support and reassurance to the alleged victim
- listen carefully and keep an open mind
- not ask leading questions

- reassure the child but not give a guarantee of confidentiality
- report the allegation using CPOMS to the DSL and the Deputy Head as soon as possible.

The DSL / Deputy Head must:

- record the allegation, adding any actions to CPOMS as soon as possible
- co-ordinate the College's response to the allegation

- 5.3 **Assessment:** The Deputy Head makes arrangements to: see the victim, arrange immediate support (if needed) and (unless the case is very serious) any witnesses without delay and form an initial view of the allegation.

The assessment will consider:

- the nature of the incident/s - physical? verbal? exclusionary? etc
- is it a 'one-off' incident involving an individual or a group?
- is it part of a pattern of behaviour by an individual or a group?
- has physical injury been caused? Who else should be informed - Parents? The police?
- can the alleged bully be seen on a no-names basis?
- what is the likely outcome if the allegation proves to be correct?

At this stage, the possible outcomes for an incident which is not too serious include:

- there has been a misunderstanding which can be explained sympathetically to the alleged victim with advice to the alleged bully; or
- the allegation is justified in whole or in part, and further action will be needed (see Range of Action, 5.5, below).

The College's Safeguarding Policy and Procedures should be followed before further investigation is carried out. This will always be the case where sexting or other harmful sexual behaviours are involved. Where bullying behaviour allegedly involves youth produced sexual imagery, staff will not view or forward sexual imagery reported to them and will follow the College's policy on sexting as set out in Appendix 1 of the College's Safeguarding Policy and Procedures.

- 5.4 **Serious Incident:** If the Deputy Head believes that serious bullying behaviour:

- has occurred; or
- has recurred after warnings have been given to the 'bully'

she/he must inform the Headmaster.

Separate interviews of the alleged victim, bully and any witnesses, will be undertaken in order to establish the facts of the case. These interviews will be normally be conducted by the DSL, but a deputy DSL, Houseparent or the Deputy Head may also undertake the interviews depending on who is the most appropriate. For example, the alleged victim may feel most comfortable talking to their house parent. Consideration for the welfare of all those involved should mean the number of times they are required to repeat their

testimony is limited to only what is essential to establish the details necessary for a proper investigation.

When undertaking an interview, the interviewer may decide to ask another senior member of staff to be present.

The interviewer should send a summary of his/her findings to Headmaster, Deputy Head, DSL and relevant Housemistress/Housemaster.

After considering all the evidence the Deputy Head should then decide on the action to be taken in accordance with the Range of Actions set out below.

The Deputy Head will notify the parents of the victim and bully, giving them details of the case and the action being taken.

5.5 **Range of Action:** When an allegation of bullying behaviour is upheld, the range of responses will include one or more of the following:

- advocacy, advice and support for the victim and, where appropriate, establishing a course of action to help the victim, including support from external services where appropriate
- advice and support to the bully in trying to change her/his behaviour. This may include clear instructions and a warning or final warning, and involvement of the appropriate House Chaplain
- consideration of the motivation behind the bullying behaviour and whether external services should be used to tackle any underlying issues of the bully which contributed to the bullying behaviour. If these considerations lead to any concerns that the bully may be at risk of harm, the College's Safeguarding Policy and Procedures will be followed
- a supervised meeting between the bully and the victim to discuss their differences and the ways in which they may be able to avoid future conflict (with the victim's express agreement)
- a disciplinary sanction against the bully, in accordance with the College's Behaviour Policy such as gating, Saturday night detention, loss of privileges, additional duties or internal/external rustication. In a very serious case or a case of persistent and/or systematic bullying, a student may, after a fair hearing, be required to leave the College permanently in accordance with the College's Expulsion, Removal and Review Policy
- action to break up a 'power base'
- confiscation of mobile electronic devices, increased monitoring procedures or limiting access to the College's Internet and e-mail facilities if cyberbullying (see the College's Acceptable Use of IT policy)
- moving either the bully or victim to another House after consultation with the student, her/his parents and the relevant staff
- involving Children's Social Care or the police, when the relevant reporting thresholds are met
- notifying the parents of one or both students about the case and the action which has been taken
- such other action as may appear to the Headmaster, Deputy Head and Designated Safeguarding Lead to be appropriate

- noting the outcome in the relevant safeguarding log

Specific consideration will be given to the impact of boarding in any case of bullying behaviour. By the nature of boarding victims of bullying behaviour may be less able to escape from the perpetrator or perpetrators. Any risk assessment put in place to support the victim or perpetrator must take this into account; any action taken to respond to the bullying behaviour must reflect this.

5.6 **Monitoring:** The position should be monitored for as long as necessary thereafter. Action may include:

- sharing information with some or all colleagues and with students in the House (where applicable) so that they may be alert to the need to monitor certain students closely
- ongoing counselling and support
- vigilance
- mentioning the incident at meetings of staff
- reviewing vulnerable individuals and areas of the College

5.7 **Recording:** All actions in support of both the victim and bully are logged on CPOMS. The record will show how interventions have led to an improved outcome for the child/children.

5.8 **Formal Complaint:** If the victim or her/his parents are not satisfied with the action taken, they should be advised to make a formal complaint, according to the College's Complaints Procedure.

5.9 **Request for Review:** If bullying behaviour leads to disciplinary consequences for a student, the student concerned or her/his parents may request a review of these disciplinary consequences. The review may be by the Headmaster if the consequences do not lead to suspension from the school, or by a panel of SLET Trustees if the disciplinary consequences are removal or expulsion from school. The process for requesting review can be found in the Expulsion, Removal or Review Policy.

6 **Supporting those severely impacted by bullying**

6.1 The College recognises that removing bullied students from school is disruptive and can make it difficult to reintegrate. The College understands in some circumstances, however, the consequences of being bullied may have had a severe impact on a student's social, emotional or mental health and may have impacted seriously on a student's ability to learn.

6.2 The College will do all that is reasonably possible to ensure bullied students continue to attend school and maintain their educational progression by putting in place proportionate short-term alternative on-site provision plans where necessary.

6.3 If the student is considered to have significantly greater difficulty learning than the majority of those the same age because of the impact of the bullying behaviour, the College will consider whether the student will benefit from being assessed for special educational needs.

7 Risk assessment

- 7.1 Where a concern about a student's welfare is identified, the risks to that student's welfare will be assessed and appropriate action will be taken to reduce the risks identified.
- 7.2 The format of risk assessment may vary and may be included as part of the College's overall response to a welfare issue, including the use of individual student welfare risk assessments (or specific plans to support behaviour, healthcare and education, as appropriate). Regardless of the form used, the College's approach to promoting student welfare will be systematic and student focused. It may also include the creation of a T.A.C. (Team around the child) to oversee the improvement of outcomes for the child.
- 7.3 The Headmaster has overall responsibility for ensuring that matters which affect student welfare are risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated.
- 7.4 Day-to-day responsibility to carry out risk assessments under this policy will be delegated to the DSL and the Deputy Head, liaising with the relevant Housemaster or Housemistress, and other staff as needed.

8 Record keeping

- 8.1 All records created in accordance with this policy are managed in accordance with the College's policies that apply to the retention and destruction of records.
- 8.2 Housemistresses and Housemasters maintain records of the welfare and development of individual students. Every allegation or report of bullying behaviour must be passed to the Deputy Head. The Deputy Head maintains a log which records all reported incidents/allegations, including single incidents. This is used to assist the school in spotting patterns. Safeguarding records are held on CPOMS. After investigation, should there be disciplinary consequences, the Deputy Head will update the central database on iSAMs (Incidents and Accidents). The DSL maintains a log of significant safeguarding incidents which is overseen by the Safeguarding Committee of the St Laurence Educational Trust.
- 8.3 The records created in accordance with this policy may contain personal data. The College has a number of privacy notices which explain how the College will use personal data about students and parents. The privacy notices are published on the College's website. In addition, staff must ensure that they follow the College's Data Protection policies and procedures when handling personal data created in connection with this policy.

9 Review

- 9.1 The Deputy Head will, with assistance from the Deputy Head Pastoral and Wellbeing and Designated Safeguarding Lead review and make revisions to this policy on an annual basis, or more regularly as required, taking into account the results of the reviews as set out above, as well as any changes in legislation and/or statutory/non-statutory guidance. Any revisions, as recommended by the Deputy Head will be confirmed by the Headmaster.

- 9.2 The Trustees will consider the revisions made as part of its collective responsibility to carry out an annual review of safeguarding.

Appendix 1

The Ampleforth College Code

The Ampleforth Code applies when a student is in school, representing the school, travelling to and from school or whenever associated with the school. Every student is expected to uphold the good name and reputation of Ampleforth College at all times, whether they are at, or away from, school.

Every student is expected to take part conscientiously in classes, tutorials, games and other extracurricular activities. This involves politely and promptly obeying all directions of staff. Assigned tasks such as prep must be carried out as required and must be the student's own work.

Behaviour must at all times show respect for self and others. Rowdy behaviour, harm to self or others, physically or emotionally, bullying behaviour, harassment, theft and damage to property, encouraging others to wrongdoing, are all excluded by this key tenet of the Ampleforth Code. It is reasonable to expect that all should be able to pursue their own flourishing and to attain a due level of happiness.

No one must suffer in silence under unfair or unjust treatment from anyone. There are many to whom one can turn for advice or help to stop such treatment; lists are clearly publicised.

Students must ensure that they are punctual at the start of each day and each class, Mass, event, meeting and other timetabled activity. Remember that lateness tends to waste your time and the time of others.

Appearance must always be neat and tidy. During school hours there is a simple and clear dress code, which must be strictly adhered to. There is a more relaxed dress code for designated times of the day; students must still adhere during these times to standards of presentability.

There are specific policies setting out in further detail the standards that we expect to be adhered to in College life. These include policies regarding the possession, use and supply of alcohol, tobacco, vapes and drugs and substances, sexual misbehaviour and the possession of pornography, all of which are forbidden ('red lines').

Sanctions when rules are broken concerning these matters, as also those concerning respect for others mentioned above, are clear, and are set out in the Behaviour Policy and other specific policies. A serious breach of this Code or other school policy, or a series of minor breaches, may result a student's dismissal from the College. These policies are revised from time to time and clearly publicised.

Every student is encouraged to adhere to the College's Benedictine Values (Attentiveness, Respect, Hospitality, Integrity, Stewardship and Equilibrium) and to use the five behaviours listed:

Honesty (integrity)– to be open and truthful, especially when something goes wrong

Politeness (hospitality)– to show courtesy to other people, at all times

Resilience (equilibrium)– to be determined to succeed, even when it may be difficult

Listening (attentiveness)– to hear what adults and other students have to say

Kindness (stewardship)– to care for others, at all times

In addition, Teachers' Expectations of Students are as follows:

Your teachers, and other adults, expect these types of behaviour in lessons and activities:

To be punctual – being on time, ready to begin

To be prepared – ready with the correct equipment

To be willing to learn – having a positive attitude

To listen – prepared to hear what the teacher and other students have to say

To work well with others – ready to cooperate with the teacher and with other students

To progress – looking to improve in your learning

To complete Prep – to consolidate and facilitate learning