

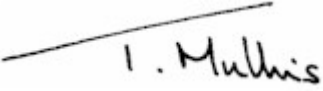


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# ANTI-BULLYING POLICY

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BEDSTONE COLLEGE

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## Statement of intent

Bullying of any form at Bedstone College will not be tolerated in the school. It is recognised that bullying has a seriously adverse effect on the social and emotional wellbeing of individuals and on their educational achievements. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. It is our belief that all students should always treat other students with dignity and respect and that, in their behaviour towards others, they should always consider the effect this behaviour is likely to have.

As a school that is serious about child protection and safeguarding children, Bedstone College is also serious about preventing and tackling bullying of any kind (including cyber-bullying, prejudice based and discriminatory bullying) which, if repeated over time, can threaten both the mental health and educational progress of our students while also posing threat to their emotional wellbeing. We believe that all students are entitled to learn in a safe and supportive environment. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst students. These measures are part of the school's Behaviour Policy, which is communicated to all students, school staff and parents.

All staff, parents and students work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

## Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Education Act 2011

This policy has been written in accordance with guidance, including, but not limited to:

- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- Approaches to preventing and tackling bullying - GOV.UK ([www.gov.uk](http://www.gov.uk))
- Cyberbullying: Advice for headteachers and school staff - GOV.UK ([www.gov.uk](http://www.gov.uk))
- Govt guidance 'UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- Independent School Standard Regulations 2018
- Keeping Children Safe in Education, DfE, 2021
- Special Educational Needs and Disability (SEND) Code of Practice January 2015

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include: violence or assault, theft, repeated harassment, upskirting, or intimidation and hate crimes. As is the consensual and non-consensual sharing of nude and semi-nude images and/or video images of U18s,

## Related School Policies

- Behaviour Policy
- Safeguarding Policy
- Relationship and Sex Education Policy

## Definition

The DfE definition of bullying is: “Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.” Peer on peer abuse is most likely to include, but may not be limited to, bullying (including cyberbullying, prejudice-based and discriminatory bullying).

A further definition, which is provided by the Anti-Bullying Alliance, is: “The intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim”.

Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
- Intent: The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

In the context of this Policy, the following definition will be used:

*Bullying is a consistent and persistent, inappropriate exercise of power, to the advantage or satisfaction of the bully. It may include violence, name-calling, intimidation, humiliation, extortion and other similar behaviours directed at a vulnerable person or persons by a more powerful individual or group. Bullying may take many forms, and is often motivated by prejudice against particular groups some of which may include harassment on grounds of age, disability, gender reassignment, pregnancy and maternity, sexual orientation (including homophobia), special educational needs, race, religion or belief, gender or culture (including cyber-bullying via social websites, mobiles phones, text messaging, photographs and email). It may be because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.”*

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group on purpose. Bullying is often hidden and subtle, it can happen anywhere and at any time and can involve everyone: students, other young people, staff and parents. Bullying results in pain and distress to the victim. Examples of bullying can be:

Vulnerable students are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.

Vulnerable students may include, but are not limited to:

- Students with SEND.
- Students who are adopted.
- Students suffering from a physical or mental health problem.
- Students with caring responsibilities.

## Types of Bullying

Many kinds of behaviour can be considered bullying and can be related to almost anything.

Teasing another student because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (Cyber)

**Cyber:** Unpleasant contact using texting, social networking, email, trolling, encouraging young people to self-harm, setting up hate sites, exclusions from online forums. The consensual and non-consensual sharing of nudes and semi-nudes images and/or video images, or engaging on sexual conversations.

**Racist bullying:** Bullying another person based on their ethnic background, religion, or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

**Homophobic bullying:** Bullying another person because of their actual or perceived sexual orientation.

**Transphobic bullying:** Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.

**Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

**Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

**Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.

**Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

## Signs of bullying

Staff will be alert to the following signs that may indicate a student is a victim of bullying:

- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home.

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating.

Students who display a significant number of these signs are approached by a member of staff, to determine the underlying issues, whether they are due to bullying or other issues.

In addition, staff will be aware of the potential factors that may indicate a person is likely to have bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to the student becoming aggravated
- They have been the victim of domestic abuse
- Their academic performance has started to fall, which has meant they are stressed

If staff become aware of any factors that could lead to bullying behaviours, they will notify the student's tutor, who will investigate the matter and monitor the situation.

## Roles and responsibilities

### Role of Directors

- A report is made to the Directors at full Directors' meetings.

### The Senior Leadership Team is responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Organise anti-bullying staff training to empower all staff at Bedstone College to deal with and eradicate bullying.
- Guide colleagues on how to deal with incidents of bullying if and when these arise and monitor these incidents closely.
- Raise awareness of anti-bullying amongst students/students through various activities and Anti-Bullying Week.
- Review this Anti-Bullying Policy, and other policies linked with anti-bullying. Incidents of harassment, assault or threatening behaviour whereby criminal laws may apply.

### The Head is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a record of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at regular intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

### Heads of Houses are responsible for:

- Corresponding and meeting with parents where necessary.
- Providing a point of contact for students and parents, when more serious bullying incidents occur.

### Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for students who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the student's form tutor and Head of House of such observations.
- Refraining from gender stereotyping when dealing with bullying.
- Understanding the composition of student groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a student for support.



Parents are responsible for:

- Informing their child's Head of House or tutor if they have any concerns that their child is the victim of bullying or involved in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Students are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other students in incidents.
- Keeping evidence of cyber bullying and informing a member of staff should they fall victim to cyber bullying.
- Refraining from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Intervening to protect the student/student who is being bullied, unless it is unsafe to do so.
- Reporting to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

Anyone who becomes the target of bullies should:

- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

## The School's Anti-Bullying principles

- The school will ensure that prevention is a prominent aspect of its anti-bullying vision.
- Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying.
- Unpleasantness from one student towards another is always challenged and never ignored.
- Staff act immediately when they become aware of a bullying incident; this applies to all staff, not solely teaching staff.
- Staff always respect students' privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting that the victim has given consent to, or there is a safeguarding concern.
- If a member of staff believes a student is in danger, e.g. of being hurt, they will inform the DSL immediately.
- Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

## Prevention of Bullying

All students, staff and directors must know and are permanently reminded that Bedstone College does not tolerate bullying. There are also clear channels to communicate these policies to parents. All members of Bedstone College, including students, staff, Directors, parents, guardians and visitors, are urged to do everything in their power to establish and foster a social environment in which bullying is institutionally and collectively rejected.

Bedstone College recognises that bullying can never be permanently and finally eradicated because of the changing nature of its (largely adolescent) population, and that the School must therefore always be on its guard to recognise and respond to any new incidents.

We have the following preventative measures in place in order to ensure that bullying does not become a problem:

- The school clearly communicates a whole-school commitment to addressing bullying in the form of a written statement which is regularly promoted across the whole school.
- We have a strong and experienced pastoral team of form tutors and class teachers, Boarding Houseparents, the Heads of the Houses who support the Deputy Head.
- Our pastoral team gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies.
- All staff are trained so that the School's anti-bullying policy is understood and implemented, their legal responsibilities are known and they are aware of how to access sources of support.
- Staff are trained to be alert to the needs of and understand how to support students with protected characteristics (e.g. race, sex, disability, religion or belief, sexual orientation, gender reassignment/identity, pregnancy or maternity), or special educational needs and in how to react to allegations of bullying. They are required to read the School's Anti-Bullying policy as part of their induction.
- All reported or investigated instances of bullying will be investigated by a member of staff.
- Staff will encourage student cooperation and the development of interpersonal skills using group and pair work.
- All types of bullying will be discussed as part of the curriculum, including anti-bullying education at induction and as an integral part of the programme of personal, social and health education. This includes assemblies and visiting speakers.
- Use of the Student Council and Student leadership to raise awareness of the School's approach to bullying.
- Students and students will be educated about cyber-bullying through school programmes, including anti bullying week and assemblies linked to the Child Exploitation and Online Protection Centre (CEOP).
- Diversity, difference and respect for others is promoted and celebrated through various lessons.
- Seating plans will be organised and altered in a way that prevents instances of bullying.
- Potential victims of bullying are placed in working groups with other students who do not abuse or take advantage of others.
- Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.

- All staff members receive training on identifying and dealing with the different types of bullying.
- Staff are on duty at times when students are not in class, supervising the children and being particularly aware of areas where bullying might occur. They are trained to be alert to and act on inappropriate language or behaviour;
- A safe place, supervised by a teacher, is available for students to go to during free time if they feel threatened or wish to be alone.
- The teacher supervising the area will speak to students to find out the cause of any problems and, ultimately, stop any form of bullying taking place.
- Students deemed vulnerable, as defined in section two, will meet with their Tutor once regularly to ensure any problems can be actioned quickly.
- Tutors will also offer an 'open door' policy allowing students to discuss any bullying, whether they are victims or have witnessed an incident.
- Before a vulnerable student joins the school, the student's Tutor and the DSL will develop a strategy to prevent bullying from happening – this will include giving the student a buddy to help integrate them into the school.
- The school will be alert to, and address, any mental health and wellbeing issues amongst students, as these can be a cause of bullying behaviour.
- The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development isn't negatively influenced by outside factors, e.g. mental health issues.
- The School recognises that students do not always wish to report bullying, but an open approach is encouraged, and it is hoped that any student who is being bullied will seek help. It may, for instance, be appropriate to seek help from a senior student or '6th form guardian' rather than a member of staff. Whatever the circumstances, bullying is never acceptable, and it is vital that any victim of bullying feels supported and feels able to report the incident to an appropriate person.

## Raising Awareness in School

The School raises the awareness of bullying with staff through INSET training and other staff briefings, and by taking action to reduce the risk of bullying at times and in places where it is most likely to succeed. There are assemblies where bullying is the focus for students, as and when necessary when there is concern that bullying may be occurring.

Staff training should also ensure: -

- legal responsibilities are known by staff
- staff are aware of the actions the school takes to resolve and prevent problems
- staff know where sources of support are available;
- staff are aware if the school accesses specialised skills to understand the needs of their students, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT) students.

Students' awareness of bullying and its effects are raised through discussion of differences between views and actions and the importance of avoiding prejudice-based language in assemblies, drama, stories, literature and Life skills.

Once it has been established that bullying has been or is taking place, then the School will intervene to protect the bullied and to re-educate, and where necessary to discipline, the bully or bullies.

Through the School Rules and their implementation, the curriculum (especially the PSHEE programme), the rewards and accolades system, and the pastoral support provided in various forms to the students and through this specific Anti Bullying Policy, the School seeks to:

- promote self-discipline and a proper regard for authority among students
- encourage good behaviour and respect for others to ensure as far as is reasonably practicable the prevention of all forms of bullying among students
- ensure students' standard of behaviour is acceptable
- regulate students' conduct
- ensure staff and older students set helpful examples to younger students

When a disclosure of alleged bullying is made, it must always be treated seriously. All staff should be able to reassure victim/s that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting bullying, abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

All staff are aware that students of any age and sex are capable of bullying and/or abusing their peers and will never tolerate abuse as "banter" or "part of growing up". Such behaviour will be challenged. It is bullying, and downplaying such abusive behaviour can lead to a culture of unacceptable behaviours, an unsafe environment for children, and a culture that might normalise such behaviour leading to it being accepted as normal and left unreported.

While others may not feel that certain actions or words are of a bullying nature, if the recipient feels they are being bullied, that may be sufficient evidence to treat the case as *prima facie* bullying. As *Preventing and Tackling Bullying* (DfE, 2017) indicates, we have to make our own judgement about each specific case.

## Preventing peer-on-peer sexual abuse

The school's Safeguarding Policy outlines our stance on addressing peer-on-peer sexual abuse, and the procedures in place will be adhered to if any instances of sexual harassment or sexual violence be suspected.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. All staff working with children in the School are advised to maintain an attitude of 'it **could** happen here'.

It can happen both inside and outside of school/college and online. Staff must recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

To prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate students about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

The school will also ensure that students are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

The school has a zero-tolerance approach to all forms of peer-on-peer sexual abuse, including sexual harassment and sexual violence. Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

Sexual violence refers to the three following offences:

- Rape: A person (A) commits an offence of rape if he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- Assault by Penetration: A person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- Sexual Assault: A person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Where a student is found to have been involved in harmful sexual behaviour, the school will help the student to move forward from the incident by supporting them in adopting more positive behaviour patterns and attitudes.

All staff will be made aware of the heightened vulnerability of students with SEND, who are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the student's SEND and will always explore indicators further.

Staff will be aware that LGBTQ+ students are more likely to be targeted by their peers. In some cases, students who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ students.

The school's response to sexual violence and sexual harassment between students of the same sex will be equally as robust as it is for incidents between students of the opposite sex.

Students are made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers.

If a student has been harmed, is in immediate danger or is at risk of harm, a referral will be made to children's social care services (CSCS).

## Managing disclosures

Victims will always be taken seriously, reassured, supported and kept safe.

Victims will never be made to feel like they are causing a problem or made to feel ashamed.

If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of CSCS where necessary. If staff are in any doubt, they will speak to the DSL.

The DSL will be informed of any allegations of abuse against students with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the student in mind at all times.

## Confidentiality

The school will only engage with staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school will not make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm. The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSCS.
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

More information regarding the school's stance on preventing peer-on-peer sexual abuse is available in our Child Protection and Safeguarding Policy.

## Cyber bullying

The school has a zero-tolerance approach to cyber bullying. The school views cyber bullying in the same light as any other form of bullying and will follow the sanctions set out in [the](#) sanctions section of this policy if they become aware of any incidents.

The school will support students who have been victims of cyber bullying by holding formal and informal discussions with the student about their feelings and whether the bullying has stopped, in accordance with support section and follow up support section of this policy.

In accordance with the Education Act 2011, the school has the right to examine and delete files from students' personal devices, e.g. mobile phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device is seized by a member of staff, and there is reasonable ground to suspect that it contains evidence in relation to an offence, the device must be given to the police as soon as it is reasonably practicable.

If a staff member finds material that they do not suspect contains evidence in relation to an offence, the headteacher will decide whether it is appropriate to delete or retain the material as evidence of a breach of the relevant policies.

The Cyberbullying Policy and the ICT Acceptable use policy contain the following:

- Clearly defined roles and responsibilities for online safety as part of the school's wider safeguarding strategy;
- Guidance on the use of technology in the classroom and beyond for all users, including staff, students/students and visitors that references permissions/restrictions and agreed sanctions;
- Information on the school's technical provision/infrastructure and the safeguards in place to filter and monitor inappropriate content and alert the school to safeguarding issues;
- Information on how the school builds resilience in its students to protect themselves and their peers through education and information;
- Detail on staff safeguarding professional development that includes online safety;
- Reporting mechanisms available for all users to report issues and concerns to the school and how they are managed and/or escalated;
- How the school informs, communicates with and educates parents/carers in online safety;
- The management of personal data in line with statutory requirements.

## Procedures

The School strives to sustain and foster an ethos in which students are confident and willing to approach appropriate adult(s) to express concerns about bullying, either on their own behalf or on behalf of others, at an early stage.

The School has a pastoral system that encourages open and, if necessary, confidential discussions between students, parents/guardians and other relevant adults, including non-academic personnel such as reception and catering staff. Appropriate adults for students to approach with concerns include: their tutor, Head of House, the DSL, a subject teacher, a member of the SLT or any other responsible person.

Any allegation of or expression of concern over bullying is passed on immediately to the relevant Tutor, Head of House, who undertake(s) a thorough investigation and reports as quickly as possible to the Deputy Head.

The complaint and subsequent actions are logged "bullying" file as well as in the 'complaints' file. This information is monitored by SLT to try to identify and respond to developing patterns.

When investigating a bullying incident, the following procedures are adopted:

- The victim, alleged bully and witnesses are all interviewed separately
- Members of staff ensure that there is no possibility of contact between the students being interviewed, including electronic communication
- If a student is injured, members of staff take the student immediately to the school First Aider for a medical opinion on the extent of their injuries
- A room is used that allows for privacy during interviews
- A witness is used for serious incidents
- If appropriate, the alleged bully, the victim and witnesses, are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete
- All concerned students are informed that they must not discuss the interview with anyone

Due to the potential for sexist, transphobic, sexual, etc bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

## Sanctions

The Head of House has a variety of responses available to him/her; these may include:

- Implementing sanctions
- Mediation between relevant parties;
- Obtaining an apology;
- Providing appropriate training;
- Providing mentor support for both victim and bully.

If the Head is satisfied that bullying did take place, the student will be helped to understand the consequences of their actions and warned that there must be no further incidents.

The Head informs the student of the type of sanction to be used in this instance (detentions, service-based activities, etc.) and future sanctions if the bullying continues.

If possible, the Head will attempt reconciliation and will obtain a genuine apology from the bully. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. Discretion is used here; victims will never feel pressured into a face-to-face meeting with the bully.

A bullying incident should be addressed as a child protection concern and the DSL informed when there is 'reasonable cause to suspect that a child is suffering or is likely to suffer significant harm'. If School staff feel that a 'criminal' offence may have been committed they should seek assistance from the police.

The perpetrator is made to realise, by speaking with their tutor, the distress they are causing, and that they should change their behaviour. Parents are informed of bullying incidents and what action is being taken. The Head of House informally monitors the students involved over the next half-term.



## Support

Once a case of bullying has been dealt with, both bullies and victims are monitored by the appropriate pastoral staff members. The Head of House ensures that a formal meeting is held on a regular basis, to check whether the bullying has stopped – these formal meetings will continue to take place until the Head of House is confident the bullying has stopped.

If necessary, group dynamics are broken up by members of staff by assigning places in classes.

The victim is encouraged to tell a trusted adult in school if bullying is repeated.

The victim is encouraged to broaden their friendship groups by joining lunchtime or after-school club or activity.

The school, particularly will work with the victim to build resilience,

The school realises that bullying may be an indication of underlying mental health issues.

The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

## Follow-up support

The progress of both the bully and the victim are monitored by their tutor, this is overseen by the Head of House.

One-on-one sessions to discuss how the victim and bully are progressing may be appropriate.

Students who have been bullied are supported in the following ways:

- Being listened to
- Having the opportunity to meet with their Head of House/tutor or a member of staff of their choice in a timely fashion.
- Being reassured
- Being offered continued support
- Being offered counselling, where appropriate

Students who have bullied others are supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents

Students who have been bullied will be assessed on a case-by-case basis and the DSL will, if necessary, refer the victim of bullying to CAMHS or refer to our School Counsellor.

## Bullying outside of school

The Head has a specific statutory power to discipline students for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Head the power to regulate students' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to discipline students for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it is investigated and acted on.

In all cases of misbehaviour or bullying, members of staff can only discipline the student on school premises, or elsewhere when the student is under the lawful control of the member of staff, e.g. on a school trip.

The Head is responsible for determining whether it is appropriate to notify the police, or the antisocial behaviour coordinator, of the action taken against a student.

If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

## Bystanders

In cases of cyberbullying bystanders, or 'accessories' to the bullying, often have a more active role, e.g. forwarding messages or contributing to chat room discussions. Therefore, they may not have started the bullying they are active participants and often make the matter worse.

The School makes it clear to all students that bystanders have a key responsibility to the School community and to anyone they see being bullied or victimised. They are encouraged not to tolerate such behaviour and to stand up for what they know to be right, for example by telling a member of staff what they have seen or heard.'

## Appendix A - Important Contacts, Useful Websites and Advice

- Mr C Braden, our Designated Safeguarding Lead may be contacted on:  
[Chris.braden@bedstone.org](mailto:Chris.braden@bedstone.org)
- Childline: **0800 1111**
- The Anti-bullying Alliance: <http://www.anti-bullyingalliance.org.uk/advice/support-from-the-sector/>.
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- Police: In the event of immediate danger call **999**, or, in an event which does not require immediate intervention call **101**

### Useful websites

- Dept for Education Anti-Bullying information
- [www.kidscape.org.uk](http://www.kidscape.org.uk)
- [www.bullying.org](http://www.bullying.org)
- [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- [www.bullyfreezone.co.uk](http://www.bullyfreezone.co.uk)
- [www.bullying.co.uk](http://www.bullying.co.uk)
- [www.beatbullying.org](http://www.beatbullying.org)
- [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- EACH Educational Action Challenging Homophobia

## Cyberbullying: Advice to students

Remember, bullying is never your fault. It can be stopped, and it can usually be traced.

- Don't ignore the bullying. Tell someone you trust, such as a teacher or parent, or call an advice line.
- Try to keep calm. If you are frightened, try to show it as little as possible. Don't get angry, it will only make the person bullying you more likely to continue.

There's plenty of online advice on how to react to cyberbullying. For example, [www.kidscape.org](http://www.kidscape.org) and [www.wiredsafety.org](http://www.wiredsafety.org) have some useful tips.

### Text/video messaging

- You can easily stop receiving text messages for a while by turning off incoming messages for a couple of days. This might stop the person texting you by making them believe you've changed your phone number. To find out how to do this, visit [www.wiredsafety.org](http://www.wiredsafety.org).
- If the bullying persists, you can change your phone number. Ask your mobile service provider (such as EE, O2, or Vodafone).
- Don't reply to abusive or worrying text or video messages. Your mobile service provider will have a number for you to ring or text to report phone bullying. Visit their website for details.
- Don't delete messages from cyberbullies. You don't have to read them, but you should keep them as evidence.
- Text harassment is a crime. If the calls are simply annoying, tell a teacher, parent or guardian. If they are threatening or malicious and they persist, report them to the police, taking with you all the messages you've received.

## Phone calls

- If you get an abusive or silent phone call, don't hang up immediately. Instead, put the phone down and walk away for a few minutes. Then hang up or turn your phone off. Once they realise they can't get you rattled, callers usually get bored and stop bothering you.
- Always tell someone else: a teacher, parent or guardian. Get them to support you and monitor what's going on.
- Don't give out personal details such as your phone number to just anyone. And never leave your phone lying around. When you answer your phone, just say 'hello', not your name. If they ask you to confirm your phone number, ask what number they want and then tell them if they've got the right number or not.
- You can use your voicemail to vet your calls. A lot of mobiles display the caller's number. See if you recognise it. If you don't, let it divert to voicemail instead of answering it. And don't leave your name on your voicemail greeting. You could get an adult to record your greeting. His/her voice might stop the caller ringing again.
- Almost all calls nowadays can be traced.
- If the problem continues, think about changing your phone number.
- If you receive calls that scare or trouble you, make a note of the times and dates and report them to your Tutor. If your mobile can record calls, take the recording too.

## Emails

- Never reply to unpleasant or unwanted emails — the sender wants a response, so don't give them that satisfaction.
- Keep the emails as evidence. And tell an adult about them.
- Ask an adult to contact the sender's Internet Service Provider (ISP) by writing abuse@ and then the host, eg abuse@hotmail.com
- Never reply to someone you don't know, even if there's an option to 'unsubscribe'. Replying simply confirms your email address as a real one.

## Chat rooms and instant messaging

- Never give out your name, address, phone number, school name or password online. It's a good idea to use a nickname. And don't give out photos of yourself.
- Don't accept emails or open files from people you don't know.
- Remember it might not just be people your own age in a chat room.
- Stick to public areas in chat rooms and get out if you feel uncomfortable.
- Tell your parents or carers if you feel uncomfortable or worried about anything that happens in a chat room.
- Think carefully about what you write; don't leave yourself open to bullying.

## Three steps to stay out of harm's way

1. Respect other people - online and off. Don't spread rumours about people or share their secrets, including their phone numbers and passwords.
2. If someone insults you online or by phone, stay calm – and ignore them.
3. 'Do as you would be done by.' Think how you would feel if you were bullied. You're responsible for your own behaviour – make sure you don't distress other people or cause them to be bull