



# CHANNING SCHOOL

## ANTI-BULLYING POLICY

*This policy applies to the whole School including the EYFS*

Updated	Review Date	Version
September 2024	January 2025	24.3

**Reviewed by:** Freddie Meier (Deputy Head) and James Entwisle (Deputy Head of the Junior School)

**Approved by:** Lindsey Hughes (Headmistress) and Dina Hamalis (Head of the Junior School)

**Signed by:** Board of Governors

## **Contents**

1	Aims	3
2	Scope and application	3
3	Regulatory framework	4
4	Responsibility statement and allocation of tasks	5
5	Publication and availability	6
6	Definitions	6
7	Bullying	6
8	Anti-bullying culture and systems	9
9	Reporting concerns	12
10	Why incidents might not be reported	13
11	Assessment of concerns	14
12	Response to concerns	16
13	Supporting those severely impacted by bullying	17
14	Training	17
15	Risk assessment	18
16	Record keeping	18

## **Appendix**

Appendix 1	Cyberbullying: guidance for pupils	19
------------	------------------------------------	----

## **I Aims**

- 1.1 This is the anti-bullying policy of Channing School (**School**).
- 1.2 The aims of this policy are:
  - 1.2.1 to actively promote and safeguard the welfare of pupils at the School;
  - 1.2.2 to maintain and drive a positive and supportive culture among all pupils and staff throughout the School; and
  - 1.2.3 to prevent bullying, detect it when it occurs, and respond to it appropriately on a case-by-case basis;
  - 1.2.4 to help to promote a whole school culture of openness, safety, equality and protection from all forms of harm and abuse.
- 1.3 This policy forms part of the School's whole school approach to promoting child safeguarding and well-being, which seeks to involve everyone at the School to ensure that the best interests of pupils underpins and is at the heart of all decisions, systems, processes and policies.
- 1.4 Although this policy is necessarily detailed, it is important to the school that our policies and procedures are transparent, clear and easy to understand for staff, pupils, parents and carers. The School welcomes feedback on how we can continue to improve our policies.

## **2 Scope and application**

- 2.1 This policy applies to the whole School including the Early Years Foundation Stage (**EYFS**).
- 2.2 This policy applies at all times when the pupil is:
  - 2.2.1 in or at School (to include any period of remote provision);
  - 2.2.2 representing the School or wearing School uniform;
  - 2.2.3 travelling to or from School;
  - 2.2.4 on School-organised trips;
  - 2.2.5 associated with the School at any time;
  - 2.2.6 in the care of the School or not and the School becomes aware of an incident of bullying.
- 2.3 This policy shall also apply to pupils at all times and places in circumstances where failing to apply this policy may:
  - 2.3.1 affect the health, safety or well-being of a member of the School community or a member of the public;
  - 2.3.2 have repercussions for the orderly running of the School; or
  - 2.3.3 bring the School into disrepute.

### 3 Regulatory framework

3.1 This policy has been prepared to meet the School's responsibilities under:

- 3.1.1 Education (Independent School Standards) Regulations 2014;
- 3.1.2 *Statutory framework for the Early Years Foundation Stage* (DfE, January 2024);
- 3.1.3 Education and Skills Act 2008;
- 3.1.4 Children Act 1989;
- 3.1.5 Childcare Act 2006;
- 3.1.6 Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**);
- 3.1.7 Human Rights Act; and
- 3.1.8 Equality Act 2010.

3.2 This policy has regard to the following guidance and advice:

- 3.2.1 Keeping children safe in education (DfE, September 2024) (**KCSIE**);
- 3.2.2 Working together to safeguard children (HM Government, as amended December 2023) (**WTSC**);
- 3.2.3 Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government, May 2024);
- 3.2.4 Preventing and tackling bullying: advice for headteachers, staff and governing bodies (DfE, July 2017);
- 3.2.5 Cyberbullying: advice for headteachers and school staff (DfE, November 2014);
- 3.2.6 Sexual bullying: developing effective anti-bullying practice (Anti-bullying Alliance)
- 3.2.7 Sharing nudes and semi-nudes: advice for education settings working with children and young people (DSIT and UKCIS, March 2024)
- 3.2.8 Searching, screening and confiscation: advice for schools (DfE, July 2022);
- 3.2.9 Behaviour in schools: advice for headteachers and school staff (DfE, February 2024);
- 3.2.10 Advice and guidance: how can we stop prejudice based bullying in schools (Equality and Human Rights Commission);
- 3.2.11 Equality Act 2010: advice for schools (DfE, May 2014);
- 3.2.12 Relationships education, relationships and sex education and health education guidance (DfE, September 2021).

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

- 3.3.1 discipline and behaviour policy;
- 3.3.2 expulsion, removal and review policy;
- 3.3.3 risk assessment policy for pupil welfare;
- 3.3.4 pupil digital technology acceptable use policy ;
- 3.3.5 online safety policy;
- 3.3.6 safeguarding and child protection policy and procedures;
- 3.3.7 policy on smoking, alcohol, drugs and substances;
- 3.3.8 policy on SEN and equal opportunities;
- 3.3.9 the Channing Promise;
- 3.3.10 Senior School Code of Conduct;
- 3.3.11 E- safety rules for the Junior School; and
- 3.3.12 PSHE and RSE policy.

#### 4 **Responsibility statement and allocation of tasks**

- 4.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.
- 4.2 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Head of the Junior School, Deputy Head in both the Senior School and Junior School and Compliance Manager	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Head of the Junior School, Deputy Head of the Junior School and Deputy Head	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the School's processes under the policy	Deputy Head and Deputy Head of the Junior School	As required, and at least annually
Formal annual review	Proprietor	Annually

## 5 **Publication and availability**

- 5.1 This policy is published on the School website.
- 5.2 This policy is available in hard copy on request.
- 5.3 A copy of the policy is available for inspection from the Compliance Manager during the School day.
- 5.4 This policy can be made available in large print or other accessible format if required.

## 6 **Definitions**

- 6.1 Where the following words or phrases are used in this policy:
  - 6.1.1 References to the **Proprietor** are references to the Governing Body.
  - 6.1.2 References to the **Headmistress** may include deputies as appropriate.
  - 6.1.3 References to the **Head of the Junior School** may include deputies as appropriate.
  - 6.1.4 References to **Parent** or **Parents** means the natural or adoptive parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive parent of the pupil, but who has care of, or parental responsibility for, the pupil e.g. legal guardian, education guardian and / or host parent / carer.

## 7 **Bullying**

- 7.1 Bullying is always unacceptable and will not be dismissed as being normal or as "banter", "just having a laugh" or simply "part of growing up". Bullying will not be tolerated by the School because:
  - 7.1.1 it is harmful to the person who is bullied, to those who engage in bullying behaviour, and those who support them, and can in some cases lead to lasting psychological damage and even suicide;
  - 7.1.2 it interferes with a pupil's right to enjoy their learning and leisure time free from intimidation;
  - 7.1.3 it is contrary to all our aims and values, our internal culture and the reputation of the School.
- 7.2 Bullying is behaviour by an individual or group that intentionally hurts another individual or group either physically or emotionally. Bullying is often motivated by prejudice against particular groups. Bullying may be:
  - 7.2.1 **Physical:** hitting, kicking, pushing people around, spitting, shaking, biting, hair pulling or taking, damaging or hiding possessions;
  - 7.2.2 **Verbal:** name-calling, gossiping, taunting, teasing, insulting, threatening or undermining, humiliating or demanding money;

- 7.2.3 **Non-verbal abuse:** hand signs or text messages (see also cyberbullying below);
- 7.2.4 **Emotional abuse:** controlling or manipulating someone, making silent, hoax or abusive calls;
- 7.2.5 **Exclusionary behaviour:** intimidating, isolating or excluding a person from a group;
- 7.2.6 **General unkindness:** constant criticism, spreading rumours or writing unkind notes, mobile phone texts or emails;
- 7.2.7 **Initiation / hazing type behaviour:** rituals which may include but is not limited to activities involving harassment, abuse or humiliation used as a way of initiating a person into a group;
- 7.2.8 **Low level disruptive behaviour:** wearing "banter" and "horseplay" over a prolonged period of time;
- 7.2.9 **Cyberbullying:** bullying that takes place using technology. This may include bullying through the use of mobile electronic devices, social media or gaming sites. See Appendix I to this policy for guidance for pupils about cyberbullying. The School's separate pupil technology acceptable use policy sets out the School rules about the use of technology including mobile electronic devices;
- 7.2.10 **Prejudice-based bullying:** bullying that is motivated by actual or perceived differences between children, such as where a child is adopted, in care or has caring responsibilities;
- 7.2.11 **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 comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
  - (ii) sexual jokes or taunting;
  - (iii) physical behaviour such as deliberately brushing against someone, interfering with their clothes, displaying pictures, photos or drawings of a sexual nature;
  - (iv) online sexual harassment which may include: non-consensual sharing of sexual images and videos (sharing of nudes or semi-nudes images and videos, otherwise known as sexting or youth produced sexual imagery); inappropriate sexual comments on social media; exploitation; coercion and threats; upskirting.

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, sexual assault and causing someone to engage in sexual activity without consent.

7.3 **Discrimination-based bullying:** bullying may also be:

- 7.3.1 sexist: related to a person's sex or gender reassignment;
  - 7.3.2 racist, or regarding someone's religion, belief or culture;
  - 7.3.3 related to a person's sexual orientation (homophobic bullying);
  - 7.3.4 related to pregnancy and maternity;
  - 7.3.5 related to a person's home circumstances;
  - 7.3.6 related to a person's disability, special educational needs, learning difficulty, health or appearance;
  - 7.3.7 related to a person's age; or
  - 7.3.8 **LGBT-based bullying:** Children who are lesbian, gay, bi, or trans (LGBT) can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or are not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff to help counter homophobic, biphobic and transphobic bullying and abuse.
- 7.4 Racial, sexual, biphobic, transphobic or homophobic bullying and bullying someone because they have a disability are also hate crimes.
- 7.5 Not all bullying 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 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 and may lead to a culture of failing to report. This is not a culture the School adopts.
- 7.6 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 may also be regarded as threatening behaviour or harassment which can be either a criminal offence or a civil wrong. Certain acts of voyeurism e.g. upskirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing parts of their body or clothing not otherwise visible to obtain sexual gratification, or cause the victim humiliation, distress or alarm are criminal offences. 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 email) to another person with the intent to cause distress or anxiety.



## **7.7 Safeguarding and child-on-child abuse**

- 7.7.1 Bullying is closely connected with pupil well-being and therefore will often require a safeguarding response. Bullying demonstrates a lack of respect for others which can overlap with abusive and harassing behaviour and which, in turn, can lead to a culture of unacceptable behaviours and an unsafe environment for children. All this informs the school's zero-tolerance approach, and it is essential that all staff understand the importance of challenging inappropriate behaviours between peers that are actually abusive in nature.
- 7.7.2 Child on child abuse can occur both inside and outside of School and may be taking place whilst not being reported. A one size fits all approach is not appropriate for all pupils, and a contextualised approach for more vulnerable pupils, victims of abuse and pupils with special educational needs and disabilities or certain medical or physical health conditions may be required. Certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh" or "part of growing up" can lead to a culture of unacceptable behaviours and create an unsafe environment for pupils. In worst case scenarios, dismissing sexual harassment can lead to a culture that normalises abuse and pupils accepting it as normal and not coming forward to report it.
- 7.7.3 Technology is a significant component in many safeguarding and well-being issues. Pupils are at risk of abuse online as well as face to face. This can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.
- 7.7.4 In line with the School's aims and culture of openness and encouragement to report, the School's policy and procedures with regard to child-on-child abuse are set out in the School's safeguarding and child protection policy and procedures. Concerns about a pupil's welfare because they are the victim, witness or perpetrator of bullying behaviour must be reported in accordance with the safeguarding and child protection policy and procedures and appropriate action taken, taking into account the Local Safeguarding Partners' threshold document.

## **8 Anti-bullying culture and systems**

- 8.1 It is everyone's responsibility to ensure, whatever the circumstances, that no-one becomes a victim of bullying. A person may be vulnerable to bullying because of their age, physical appearance, nationality, colour, sex, sexual orientation, gender reassignment, religion or belief, culture or learning difficulty, disability, home circumstances or because they are new in the School, appears to be uncertain or has no friends. They may also become a target because of an irrational decision by a bully.
- 8.2 Our expectation of all members of the School community is that:
  - 8.2.1 everyone will uphold the Channing Promise;
  - 8.2.2 a pupil or a member of staff or volunteer who witnesses or hears of an incident of bullying will report it in accordance with the terms of this policy;

- 8.2.3 a complaint of bullying will always be taken seriously;
- 8.2.4 no-one will tolerate unkind actions or remarks or stand by when someone else is being bullied.

**8.3 In School and in every year group:**

- 8.3.1 discriminatory and offensive words and behaviour are treated as unacceptable;
- 8.3.2 positive attitudes are fostered towards people with any protected characteristic including those who are disabled and towards ethnic, religious, cultural and linguistic groups within and outside the School;
- 8.3.3 positive attitudes are fostered towards gender and sexuality differences through the curriculum and tutorials; and
- 8.3.4 incidents of bullying which are based on protected characteristics will be distinguished in the School's records.

**8.4 Proprietor**

- 8.4.1 The Proprietor has overall responsibility for promoting and safeguarding the welfare of pupils at the School, ensuring that those in leadership and management positions actively promote pupil well-being. This includes ensuring that policies and procedures are in place and implemented effectively to:
  - (a) minimise the risk of bullying at the School so that pupils and staff feel safe and secure;
  - (b) intervene early in low-level disruption to prevent negative behaviours escalating;
  - (c) deal swiftly with allegations and incidents of bullying at the School so that pupils and staff feel confident that all incidents will be dealt with appropriately;
  - (d) consider incidences of sexual harassment in broad terms so that it is challenged in order to prevent the normalisation of behaviours which can provide an environment that may lead to sexual violence.

**8.5 Staff**

- 8.5.1 Through their training and experience, members of staff and volunteers are expected to promote an anti-bullying culture by:
  - (a) celebrating achievement;
  - (b) anticipating problems and providing support;
  - (c) adopting a proactive interactive approach to bullying by gathering intelligence about issues between pupils which might provoke conflict and developing strategies to prevent bullying occurring in the first place;

- (d) disciplining perpetrators fairly, consistently and reasonably, taking into account any special educational needs or disabilities of the pupil, taking into account the motivations and any underlying safety concerns of the perpetrator and providing support as appropriate;
- (e) being alert to the fact that some victims, witnesses and perpetrators may themselves be vulnerable to bullying or harassment following any report of sexual violence or sexual harassment;
- (f) making opportunities to listen to pupils;
- (g) acting as advocates of pupils;
- (h) exercising professional curiosity and knowing what to look for in order to detect abuse and to identify children who may be in need of help or protection;
- (i) reporting concerning behaviour in accordance with the provisions outlined in this policy, adopting a "it could happen here" approach.

8.5.2 Members of staff and volunteers are vigilant at all times but particularly:

- (a) at the start and end of the school day when pupils arrive and leave the site;
- (b) before lessons;
- (c) in the queue for the dining hall and in the dining hall itself;
- (d) in School corridors;
- (e) on School transport / School trips.

8.5.3 Bullying is regularly discussed in staff meetings and briefings. The result of these meetings is to feedback information about friendship patterns, particular incidents, any pupil who seems to be isolated, any growing "power base" and any known conflict between pupils so that strategies can be developed to prevent bullying incidents.

## **8.6 Pupils**

8.6.1 Through the School's pastoral care systems, pupils are informed and taught that bullying will not be tolerated in the School. They are encouraged:

- (a) to celebrate the effort and achievements of others;
- (b) to hold and promote positive attitudes;
- (c) to feel able to share problems with staff;
- (d) to turn to someone they trust, if they have a problem;
- (e) not to feel guilty about airing complaints;
- (f) to be kind, considerate and tolerant towards others;

- (g) to be aware of the impact their behaviour can have on others;
- (h) to challenge their peers if they are unkind to others;
- (i) to celebrate the diversity of others;
- (j) to use technology safely and securely and to be aware of the risks and impact of the use of technology on themselves and others.

8.6.2 Measures are taken throughout each year to educate pupils about bullying and this policy. These measures include:

- (a) the PSHE and relationships and sex education curriculum includes lessons on bullying;
- (b) the School community will challenge stereotypical opinions so negative views are not perpetuated e.g. misogyny;
- (c) that pupils and all members of the school community are expected to follow The Channing Promise;
- (d) anti-bullying messages are given in assemblies;
- (e) once a year we hold an anti-bullying week;
- (f) online safety is a key aspect of all areas of the curriculum. Parents are informed about online safety issues and the School's strategies to safeguard pupils through correspondence and annual events including Safer Internet Day in the Junior School held by the School to raise awareness. See the School's online safety policy for further information about the School's online safety strategy.

8.6.3 The School recognises that children with special educational needs and disabilities and certain medical or physical health conditions can face additional safeguarding challenges, including the potential to be disproportionately impacted by behaviours such as peer group isolation, bullying, without outwardly showing any signs. The School will consider extra pastoral support for pupils with special educational needs and disabilities, as required.

## **8.7 Parents**

8.7.1 The School will take active measures to promote an anti-bullying culture and message to parents that bullying amongst pupils or towards staff will not be tolerated by the School.

8.7.2 The School also offers parents talks on a wider variety of topics relating to bullying, including e-safety.

## **9 Reporting concerns**

### **9.1 Pupils**

9.1.1 A pupil who is being bullied, or who is worried about another pupil being bullied, should tell someone without delay and can do so in several ways. They can:

- (a) tell their parents, Headmistress, Head of the Junior School, Deputy Head, Form Tutor/ Teacher or any member of staff or volunteer at the School or a responsible older pupil;
- (b) include details of any other methods available to pupils to report bullying including by following the procedure set out in the School's anti-cyberbullying code;
- (c) contact the NSPCC Helpline (0800 800 5000) or Childline (0800 1111).

## **9.2 Parents**

- 9.2.1 Parents who are concerned that their child is being bullied should inform their child's Form Tutor/Teacher/Head of Year without delay.

## **9.3 Staff**

- 9.3.1 A member of staff or volunteer who learns of alleged bullying behaviour should:

- (a) respond quickly and sensitively by offering advice, support and reassurance to the alleged victim;
- (b) listen carefully and keep an open mind;
- (c) not ask leading questions;
- (d) reassure the child but not give a guarantee of confidentiality;
- (e) report the allegation to the pupil's Head of Year/Head of Key Stage as soon as possible;

- 9.3.2 The pupil's Head of Year/Head of Key Stage must contact the relevant Form Tutor/Teacher to agree on a strategy for dealing with the matter.

- 9.3.3 If the alleged bullying behaviour raises a safeguarding concern, the matter should be reported in accordance with the School's safeguarding policy and child protection policy and procedures before further investigation is carried out. In the case of bullying potentially involving harmful sexual behaviours, staff will follow guidance set out in Part 5 of KCSIE.

- 9.3.4 This policy focuses mainly on the bullying of pupils by pupils (i.e. child on child) although it is recognised that a staff member could be a victim of and on occasion may be perceived to be the perpetrator of bullying behaviour. The bullying of staff, whether by pupils, parents or other colleagues, is unacceptable. Staff members who are concerned about being bullied or harassed should refer to the School's Staff Handbook. Pupils and parents who feel that a member of staff is bullying should report this in accordance with the procedures set out above.

## **10 Why incidents might not be reported**

- 10.1 There are many reasons why a pupil who has suffered bullying may be reluctant to report it. They may become demoralised and may think, for example:

- 10.1.1 it is telling tales;
  - 10.1.2 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;
  - 10.1.3 the things they are saying and doing are too embarrassing to discuss with an adult;
  - 10.1.4 it is all my fault anyway for being overweight / too studious etc;
  - 10.1.5 there are too many of them; there is nothing the staff can do;
  - 10.1.6 it will get back to my parents and they will think less of me;
  - 10.1.7 I will just try and toughen up and grow a thicker skin;
  - 10.1.8 I will lie low and not draw attention to myself;
  - 10.1.9 this is a normal part of growing up and going to school.
- 10.2 There are also reasons why a pupil who has witnessed or learned of bullying behaviour may not want to make a report. They may think:
- 10.2.1 it is "grassing" and I will become unpopular;
  - 10.2.2 it is not my concern anyway;
  - 10.2.3 I don't like the victim and I would find it embarrassing to be associated with them.
- 10.3 Any of these responses would be contrary to our culture at the School. When we implement this policy we encourage every pupil (and their parents) to understand that:
- 10.3.1 every complaint of bullying will be taken seriously;
  - 10.3.2 members of staff and volunteers will deal with a complaint correctly and effectively in accordance with their experience and the training they have received;
  - 10.3.3 there is a solution to nearly every problem of bullying;
  - 10.3.4 a pupil who complains will receive support and advice and in many cases the problem can be dealt with on a no-names basis;
  - 10.3.5 the primary aim will be for the bullying to cease, not the punishment of the bully unless this is necessary;
  - 10.3.6 we may need to support the bully as well so we can address the causes of bullying behaviour.

## **11 Assessment of concerns**

- 11.1 The pupil's Head of Year/Head of Key Stage will normally see the victim and (unless the case is very serious) any witnesses without delay and form an initial view of the allegation. The assessment will consider:

- 11.1.1 the nature of the incident(s): physical? sexual? verbal? exclusionary? etc
- 11.1.2 is it a "one-off" incident involving an individual or a group?<sup>1</sup>
- 11.1.3 is it part of a pattern of behaviour by an individual or a group?
- 11.1.4 has physical injury been caused?
- 11.1.5 who should be informed: Head? Parents? the School's Designated Safeguarding Lead? children's social care? the police?
- 11.1.6 can the alleged bully be questioned without disclosing the victim's identity?
- 11.1.7 what is the likely outcome if the allegation proves to be correct?
- 11.2 At this stage, the possible outcomes for an incident which is not too serious include:
  - 11.2.1 there has been a misunderstanding which can be explained sympathetically to the alleged victim with advice to the alleged bully; or
  - 11.2.2 the complaint is justified in whole or in part, and further action will be needed.
- 11.3 If at any stage the alleged bullying behaviour raises a safeguarding concern, the School's safeguarding and child protection policy and procedures should be followed before further investigation is carried out. This will always be the case where consensual or non-consensual sharing nude or semi-nude images or videos / sexting or other harmful sexual behaviours are involved. Where bullying allegedly involves youth produced sexual imagery, staff will not view or forward sexual imagery reported to them and will follow the School's policy on sharing consensual or non-consensual nude and semi-nude images as set out in the School's safeguarding and child protection policy and procedures.
- 11.4 Otherwise, in cases where the pupil's Head of Year/Head of Key Stage believes that serious bullying behaviour has occurred involving a pupil or has recurred after warnings have been given to the "bully" they will refer the matter to the Deputy Head of the Junior School or the Deputy Head of the Senior School respectively.
- 11.5 As appropriate, the Deputy Head of the Junior School or the Deputy Head of the Senior School will:
  - 11.5.1 interview the alleged victim, bully and any witnesses separately, in order to establish the facts of the case. They may decide to ask another senior member of staff to be present; and
  - 11.5.2 send a summary of their findings to the Head of the Junior School or the Headmistress as appropriate and other relevant staff.
- 11.6 The Headmistress together with the Deputy Head of the Senior School or the Head of the Junior School together with the Deputy Head of the Junior School as appropriate will decide on the action to be taken in accordance with this policy.

---

<sup>1</sup> The School will be alert to and take action in response to single incidents where necessary and make appropriate records in order to assist it to spot patterns and to ensure the single incident does not become the first of a series.

- 11.7 The Headmistress or the Head of the Junior School or their Deputy's as appropriate will notify the parents of the victim and bully giving them details of the case and the action being taken. Such action may include further investigation and action in accordance with the School's behaviour and discipline policy.

## **12 Response to concerns**

- 12.1 When a complaint of bullying behaviour is upheld, the range of responses may include one or more of the following:
- 12.1.1 consideration as to whether the bullying incident should be addressed as a safeguarding concern and if so, the School's safeguarding and child protection policy and procedures will be followed;
  - 12.1.2 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;
  - 12.1.3 advice and support to the bully in trying to change their behaviour. This may include clear instructions and a warning or final warning;
  - 12.1.4 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 give rise to safeguarding concerns relating to the bullying, the School's child protection procedures will be followed;
  - 12.1.5 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 (only with the victim's express agreement);
  - 12.1.6 a disciplinary sanction against the bully, in accordance with the School's behaviour and discipline policy. In a very serious case or a case of persistent bullying, a pupil may be required to leave the School permanently in accordance with the School's behaviour and discipline policy. Any disciplinary action will be applied fairly, consistently and reasonably, taking into account any special educational needs or disabilities and the needs of vulnerable pupils;
  - 12.1.7 action to break up a "power base";
  - 12.1.8 confiscation of mobile electronic devices, increased monitoring procedures or limiting access to the School's internet and email facilities if cyberbullying (see also the School's pupil technology acceptable use policy);
  - 12.1.9 moving either the bully or victim to another House or form group after consultation with the pupil, their parents and the relevant staff;
  - 12.1.10 involving children's social care or the police;
  - 12.1.11 notifying the parents of one or both pupils about the case and the action which has been taken;
  - 12.1.12 notifying external agencies where appropriate;



12.1.13 such other action as may appear to the Headmistress or Head of the Junior School to be appropriate.

12.2 The position should be monitored for as long as necessary thereafter. Action may include:

12.2.1 sharing information with some or all colleagues and with pupils in the Year/Key Stage so that they may be alert to the need to monitor certain pupils closely;

12.2.2 ongoing counselling and support;

12.2.3 vigilance;

12.2.4 mentioning the incident at meetings of staff;

12.2.5 reviewing vulnerable individuals and areas of the School.

### **13 Supporting those severely impacted by bullying**

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

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

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

### **14 Training**

#### **14.1 Staff**

14.1.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff (including governors) and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles especially:

- (a) having an understanding of the groups who may be more vulnerable to bullying;
- (b) awareness of the risk and indications of bullying, and how to deal with cases;
- (c) counselling skills (including bereavement);
- (d) awareness of the risks of peer-on-peer abuse including sexual violence and sexual harassment and how bullying may give rise to safeguarding concerns.

14.1.2 The level and frequency of training depends on the role of the individual member of staff.

14.1.3 The School maintains written records of all staff training.

## **14.2 Pupils**

- 14.2.1 We emphasise with older pupils the role which is expected of them in setting a good example and being helpful to younger pupils and each other. Systems in the Junior School: House Buddy System, Form Captains from Reception - Year 6, School Council consisting of members from Reception - Year 6. Systems in the Senior School...

## **15 Risk assessment**

- 15.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.
- 15.2 The format of any such risk assessment may be a stand-alone document or recorded on the School's electronic safeguarding management system. It may vary and may be included as part of the School's overall response to a welfare issue and include the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.
- 15.3 The Headmistress has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored, evaluated and reviewed.
- 15.4 Day to day responsibility to carry out risk assessments under this policy will be delegated to the Deputy Head in the Junior School and Deputy Head in the Senior School who have been properly trained in, and tasked with, carrying out the particular assessment.

## **16 Record keeping**

- 16.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.
- 16.2 School staff maintain records of the welfare and development of individual pupils. Every complaint or report of bullying is recorded centrally and monitored to enable patterns to be identified, both in relation to individual pupils and across the school as a whole and to evaluate the effectiveness of the School's approach.
- 16.3 The Deputy Head in the Senior School and the Deputy Head of the Junior School will maintain a centralised record of all allegations or reports of bullying, including details of those involved and the action taken.
- 16.4 The Deputy Head and the Deputy Head of the Junior School will monitor the centralised record of bullying incidents on a regular basis to identify patterns in behaviour and the effectiveness of the School's anti-bullying procedures.
- 16.5 The records created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School will use personal data. The School's approach to data protection compliance is set out in the Data protection policy. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy; this includes the School's Data Retention Guidelines.

## Appendix I Cyberbullying: guidance for pupils

- 1 The Department for Education's guidance Preventing and tackling bullying ([publishing.service.gov.uk](http://publishing.service.gov.uk)) (July 2017) states that 'The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all time of the day, with a potentially bigger audience, and more accessories as people forward on content at a click'.
- 2 Cyberbullying is bullying that takes place using technology.
  - 2.1 It can take the form of many behaviours including:
    - a) harmful messages (text, instant, multimedia, email)
    - b) impersonating another person online
    - c) sharing private messages
    - d) uploading photographs or videos of another person that leads to shame and embarrassment
    - e) creating hate websites / social media pages
    - f) excluding people from online groups.
- 3 Pupils should remember the following:
  - 3.1 use the security settings when using technology;
  - 3.2 regularly change your password and keep it private;
  - 3.3 always respect others - be careful what you say online and what images you send;
  - 3.4 think before you send - whatever you send can be made public very quickly and could stay online forever;
  - 3.5 if you or someone you know are being cyberbullied, **tell someone**. You have the right not to be harassed or bullied online. Tell an adult you trust - your parents, any member of staff or volunteer, or a helpline such as the NSPCC Helpline (0808 800 5000) or ChildLine on 0800 1111;
  - 3.6 don't retaliate or reply online;
  - 3.7 save the evidence - learn how to keep records of offending messages, pictures or online conversations. Ask someone if you are unsure how to do this. This will help to show what is happening and can be used by the School to investigate the matter;
  - 3.8 block the bully. Most social media websites and online or mobile services allow you block someone who is behaving badly;
  - 3.9 don't do nothing - if you see cyberbullying going on, support the victim and report the bullying.
- 4 You may find the following websites helpful:

- 4.1 <http://www.childnet.com/young-people>
  - 4.2 <https://www.thinkuknow.co.uk/>
  - 4.3 <https://www.childline.org.uk/Explore/Bullying/Pages/online-bullying.aspx>
  - 4.4 <https://www.saferinternet.org.uk/advice-centre/young-people>
  - 4.5 <https://mysafetynet.org.uk/>
  - 4.6 EYFS only - <https://www.childnet.com/resources/smartie-the-penguin>
  - 4.7 <https://www.ceop.police.uk/Safety-Centre/How-can-CEOP-help-me-YP/>
  - 4.8 <https://www.bbc.com/ownit>
- 5 Please see the School's pupil technology acceptable use policy which sets out the school's rules about the use of technology including mobile electronic devices. Internet safety measures (including use of filters and monitoring of usage and mobile technology are set out in the School's online safety policy and /or pupil technology acceptable use policy.



Only go online when there is a grownup nearby.

When you start working, set a timer so that you know when to stop.

Don't share any personal information online.

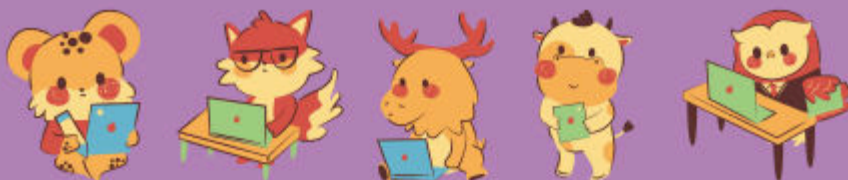
Don't click on anything that you are unsure about.

Seesaw and Firefly are only to be used to complete work set by your teacher.

Only share positive, kind comments when you are online.

Tell a grown up if anything makes you feel worried.





### Use classroom language

There are lots of phrases/abbreviations that you might use when you are talking to your friends such as LOL but these shouldn't be used when you are using the school platforms.

### Take regular screen breaks

It is really important to take a break from looking at your screen every 20 minutes to give your eyes a rest.

### Always conduct video learning in an open space at home

If possible, try to complete your online work in a space where your parents/carers can see what you are looking at. It will help them to be aware of the things you are learning and keep you safe.

### Only communicate through approved school portals and platforms

You should only be using Firefly, Seesaw or Google Classroom to communicate with your teachers/friends about your learning.

### Don't share passwords or other sensitive information

To stop other people accessing your account and keep you safe, please make sure that you never share your password with anyone else.

### Don't use school platforms to discuss personal matters

Remember that the comments that you post online should always relate to your work - no other issues should be discussed.

### Only share positive/supportive comments with your peers

It is really helpful to share positive comments about the work of your classmates as well as tips to help them to improve but these must always be supportive to help us to grow.

### Look after your mental health and well being

While working on a device can feel fun, if you are finding the work challenging, remember to talk to the nearest adult as they will be able to support you.

**If you are concerned or have any questions, please speak to the nearest adult at home or school.**

