HEATHFIELD SCHOOL

Anti-Bullying Policy

Policy Area:	Welfare
Relevant Statutory Regulations:	Independent Schools Statutory Regulations 2019 - Part 3
	NMS Part G, Promoting Positive Behaviour and Relationships
	Public Order Act 1986
	Malicious Communications Act 1988
	Children Act 1989
	Protection from Harassment Act 1997
	The Communications Act 2003
	DfE guidance 'Preventing and Tackling Bullying (July 2017)'
	DfE guidance 'Sharing nudes and semi-nudes: advice for education settings working with children (December 2020)
	Equality Act 2010
	Education and Inspection Act 2006
	Education Act 2011
	Education (Independent School Standards) Regulations 2014
	Keeping Children Safe in Education 2025
	Human Rights Act 1998
	Crime and Disorder Act 1998
	DfE advice Cyberbullying: Advice for headteachers and school staff (2014)
	Advice for parents and carers on cyberbullying (2014).

Key Contact Personnel in School	
Nominated Member of Leadership Staff Responsible for the policy:	Deputy Head
Designated Safeguarding Lead:	Deputy Head
Version:	2025.01
Date updated:	14 September 2025
Date of next review:	September 2026

This policy will be reviewed at least biennially, and/or following any concerns and/or updates to national and local guidance or procedures.

Introduction

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also takes into account the DfE statutory guidance "Keeping Children Safe in Education. Heathfield School ("the School") has read Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools".

The School's community of Governors, staff, parents and pupils wish to evoke a kind, honest, positive and respectful environment where all can flourish. Where all adhere to a code of conduct, rather than to lists of rules.

It is our fundamental belief that every pupil has the right to pursue her education free from adverse interference from others. We are committed to providing a caring, friendly and safe environment for all our pupils in which each pupil can reach her potential in all areas, so gaining self-esteem and being uniquely valued by others. This means respecting each other's space, privacy and differences, treating everyone with kindness and sensitivity and offering support and encouragement to each other.

Our initial concern is to prevent bullying rather than to punish the bullies. All pupils accept the code of conduct and respect the core values and this type of behaviour conflicts sharply with the School's policy on equal opportunities, as well as with our social and moral principles. However, bullying is a major offence and will be dealt with firmly and this is made clear to pupils and parents. A member of staff who witnesses bullying must deal with the incident immediately and directly. They must report what has happened to the pupil's HOY, who must, in turn let the Deputy Head know.

In a case where bullying has occurred our action will be:

- To support the victim in any appropriate way
- To educate the bully, for the bully's own sake as well as for others
- To deter the bully. Any bullying offence will be recorded in writing centrally on MyConcern by the HOY and against both the bully and victim's names on the bullying register so tracking of behaviour can occur.

Extreme or persistent bullying will be dealt with by the Deputy Head and then the Head, who, if necessary, may suspend or expel the offender. If the bullying that has taken place involves any illegal activity, then the Police will also be informed.

Stopping violence and ensuring immediate physical safety is obviously the school's first priority but emotional bullying can be more damaging than physical; the school has to make its own judgements about each specific case.

In particular it is noted that child-on child abuse can be a form of bullying and, in line with the school's Safeguarding Policy, any child-on-child abuse will be treated as a safeguarding matter and passed to the Designated Safeguarding Lead. Please refer to the Safeguarding and Protecting the Welfare of Pupils Policy for further information on child-on-child abuse.

We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our pupils.

The School will adopt a zero tolerance approach to any bullying issues and all staff will challenge any abusive behaviour between pupils that comes to their notice and will report to the DSL immediately any issues of this nature. Please see the Safeguarding and Protecting the Welfare of Pupils Policy for further details.

Policy objectives

- This policy outlines what Heathfield School will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community.
- Heathfield School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.
- To develop a positive and supportive environment in which pupils feel safe and able to thrive.
- To promote the inclusion, mutual respect, self-esteem and individualism with a view to meeting the emotional needs of all members of the School community.

Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006
- The Education Act 2011
- The Equality Act 2010
- The Children Act 1989
- Voyeurism Act 2019
- The Education (Independent School Standards) Regulations 2014 (if appropriate)
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- KCSIE (2025)
- National Minimum Standards (2022): NMS 16
- The Communications Act 2003.
- DfE guidance 'Preventing and Tackling Bullying (July 2017)'

- DfE advice Cyberbullying: Advice for headteachers and school staff (2014)
- Advice for parents and carers on cyberbullying (2014).

Responsibilities

It is the responsibility of:

- The **Head** to communicate this policy to the School community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the Senior Leadership Team (SLT) has been identified to take overall responsibility.
- **The Court of Governors** to take a lead role in monitoring and reviewing this policy.
- **All staff**, including governors, SLT, teaching and support staff, to support, uphold and implement this policy accordingly. All staff are given guidance on the school's anti-bullying policy and in how to react to allegations of bullying.
- **Parents/carers** to support their children and work in partnership with the School.
- **Pupils** to abide by the policy.

There needs to be recognition that anyone can be a bully or a victim and that bullying can take many forms. All members of the School need to accept that there is a collective responsibility for the successful implementation of the School's anti-bullying stance. Pupils are encouraged to report all incidents of bullying, whether they are victims or bystanders. All staff will respond to pupil, staff or parental concerns seriously and support the School's antibullying stance. Parents are encouraged to advise their children to speak out and/or to speak out themselves if they sense that their child is the victim of bullying behaviour.

Discreet but constant vigilance is essential and is an important part of our role in the school. Teachers should arrive on time for lessons and be alert to signs of horseplay: the pupil who waits alone outside the schoolroom (or who hangs about after the lesson) may well be a victim. Similar considerations apply to PE, and other activities. The less structured times of the day, mealtimes, break and the weekend, are moments when bullying and unkindness can occur. There may also be places where pupils are more at risk, such as changing rooms or dormitories and workrooms. It is therefore important for Tutors or HOYs, Graduates and Senior pupils to keep an eye on things unobtrusively. We should be alert to any inappropriate language or behaviour or other dubious practices and never accepted. All members of the community should always be aware of and reflect on our own behaviour in case it might unintentionally trigger bullying.

Peer-group bullying is most likely to occur among the younger pupils - as the pecking order develops. We should also be aware that some pupils could be more vulnerable than others including those who are shy, come from an over-protective background, are different in some way, behave inappropriately with others or even show off expensive possessions. They may well need our guidance about how to adapt their behaviour to avoid or deal with bullying and unkindness.

It is important that as a school we act with consistency about bullying. Discussions between the Pastoral team should ensure that reaction is immediate before matters have a chance to escalate, and that minor incidents are dealt with; this should reduce the occurrence of more serious bullying.

Our Surgery, all our boarding houses, and central noticeboards display advice on where pupils can seek help, including details of confidential helplines and websites connecting to external specialists, such as Childline.

The School also advertises our Independent Listener to all pupils as a further avenue for impartial support and guidance.

Definition of bullying

Bullying is "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017) This behaviour can be deliberate or perceived, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. Bullying is often insidious; it may involve actions or comments which are racist, sexist, homophobic or focussed on disabilities. It may focus on someone's gender, religion or culture, make fun of someone because of some difficulty that they might have or because their circumstances appear to be 'unusual'.

The school will act on individual and one off acts of unkind or malicious behaviour and record it on our bullying log irrespective if it is never repeated, in recognition that one single incident can have a profound effect on an individual.

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. It is not an acceptable defence to justify bullying behaviour that causes harm and distress as actions intended as a joke or 'banter'.

Bullying can happen anywhere and at any time. It frequently involves the use of mobile phones, computers and social media. This might involve an individual sending malicious or hurtful texts, emails or photos or using insulting or other hurtful descriptions on sites such as Facebook, Snapchat and Instagram. More on cyberbullying can be found in the School policy on e-safety and in the Appendix.

Bullying can be a form of child on child abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.

It is sometimes motivated by prejudice against particular groups, for example, on grounds of race, religion, gender, sexual orientation, culture, Special Educational Needs, disability or adoption. It might be motivated by actual differences between children, or by perceived differences. It may occur directly or through cyber-technology. The nature of the bullying reported will identify if the bullying has been based on any protected characteristics and the School will react to this offering support and education in regard to tolerance and respect.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in a number of ways. It may be physical or psychological/emotional, or it may derive from an intellectual imbalance. Alternatively, it can

manifest itself by having access to the support of a group or the capacity to isolate socially. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. A victim may be vulnerable because of their age, physical appearance, nationality, race, gender, religion, sexual orientation (homophobic bullying) or because they are new to the School, appear to be uncertain or have no friends. Bullying behaviour may hurt or distress the victim and, over a period of time, can lower their self-esteem and make them depressed.

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

The School places the highest priority on the effective communication, implementation and maintenance of its anti-bullying strategy throughout the School community. The School will monitor the extent to which bullying is taking place and therefore the School requires that all incidents of bullying are recorded on MyConcern as well as being reported to the Deputy Head directly so that appropriate action may be taken and that there is parity in any decision made.

Forms of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion, nationality or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic bullying)
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual, homophobic, biphobic and transphobic bullying
- Bullying via technology, known as online or cyberbullying

They can be categorised as:

Physical Bullying

This may include fighting, hitting, kicking, taking or damaging belongings, setting up someone else to get the blame for a breach of school rules initiation ceremonies.

Emotional or Psychological Bullying This may include excluding someone from a group, activity or place; spreading rumours, being deliberately unfriendly; unpleasant digital communication or telephone calls or unpleasant material placed on websites.

Verbal Bullying

This may include aggressive name calling, teasing, mockery, insults, use of homophobic, racist, sexist, and other types of discriminatory language. Any or all of the listed forms of bullying may, by some, be considered to be harmless 'banter' but will still be considered as bullying behaviour by the School.

Sexual Harassment

This may include making inappropriate comments about appearance and attractiveness, uninvited propositions, uninvited touching and using innuendo or inappropriate imagery. The School also considers the showing of sexual and/ or pornographic material which could be upsetting to those who view it as a form of sexual harassment. See the School's policy Safeguarding and Protecting the Welfare of Pupils Policy for further information on this topic.

The practice of 'upskirting', is a highly intrusive practice, which typically involves someone taking a picture under another person's clothing without their knowledge, is now a criminal offence (Keeping Children Safe in Education). This practice is now illegal under the Voyeurism Act 2019.

Cyberbullying

Cyberbullying may be defined as: 'the use of electronic communication, particularly mobile phones and the Internet, to bully a person, typically by sending messages of an intimidating or threatening nature: children may be reluctant to admit to being the victims of cyberbullying'. It can take a number of different forms: threats and intimidation, harassment or 'cyber-stalking' (e.g., repeatedly sending unwanted texts or instant messages), vilification/defamation, exclusion/peer rejection, impersonation, unauthorised publication of private information/images (particularly on social networking sites such as Facebook, Instagram, Whatsapp, Snapchat, YouTube, etc.) and 'trolling' (abusing the Internet to provoke or offend others online). It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.

Cyberbullying is a significant means of bullying by facilitating a far more extreme invasion of personal space; the potential for anonymity on the part of the bully; the potential for the bully to play to a larger audience; through the knowledge that the data is in the worldwide domain and therefore others are able to 'forward on' bullying content, disproportionately amplifying the negative effect on the victim, even though the bully may feel her actual actions had been no worse than conventional forms of bullying; the difficulty in controlling electronically-circulated messages as more people get drawn in as accessories. It may occur in or outside school and can happen at all times of the day.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyberbullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

'Sexting' is illegal: By sending an explicit image, a young person is producing and distributing child abuse images and risks being prosecuted, even if the picture is taken and shared with their permission (NSPCC). The DfE uses the term 'sharing nudes and semi-nudes' to mean the sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's

AirDrop which work offline. The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated, but the school is aware that these could be taken or shared as a means of manipulating another young person.

CUSAB (Children Using Sexual Abusive Behaviour): Sexting is an example of a CUSAB. A CUSAB is a safeguarding issue for both the sender and the recipient of the pornographic images.

Intention

Some bullying behaviour is not deliberate or intended to hurt. Some individuals may see their hurtful conduct as 'teasing', 'banter' or 'a game'. These forms of bullying are equally unacceptable but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions. 'It was only a joke' and 'it happened to me in the Fourth Form' are not regarded as acceptable justification for bullying-type behaviour. A pupil who does not respond appropriately to advice or sanctions, would ultimately put their place at the School in jeopardy.

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 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 email) to another person with the intent to cause distress or anxiety.

Safeguarding

Some behaviour by a pupil 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.

The School's policy and procedures with regard to child on child abuse are set out in the Safeguarding and Protecting the Welfare of Pupils Policy. Concerns about a pupil's welfare because they are the victim or perpetrator of bullying must be reported in accordance with the School's Safeguarding and Protecting the Welfare of Pupils Policy and Procedures and appropriate action taken, taking into account the Local Safeguarding Children and Adult Partnership's threshold document.

The School will always treat a bullying incident as giving rise to a child protection concern when there is reasonable cause to believe that a child (whether victim or perpetrator) is suffering or likely to suffer significant harm.

School ethos

The Heathfield School community recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our School can help to create a safe, disciplined environment, where pupils are able to learn and fulfil their potential.

The School's Community:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships, to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Reports back to parents/carers regarding concerns on bullying, dealing promptly with complaints.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

Responding to bullying

The School recognises that bullying brings with it particular anxieties with regard to reporting incidents, whether on the part of the victim or a witness to the bullying. With this in mind, every pupil is encouraged to understand that:

All complaints of bullying will be taken seriously and dealt with sensitively. There is a solution to almost every bullying problem. A pupil who complains will receive support and advice and, in many cases, the problem can be dealt with without mentioning names and we encourage to address these issues at the lowest level possible. The main aim will be to stop the bullying rather than to punish the bully, unless necessary.

The following steps may be taken when dealing with all incidents of bullying reported to the School:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The concern will be recorded on the School's bullying and behaviour log against all pupils named in order to track any trends in behaviour or repeated instances of bullying behaviour.
- The School will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The Head of Year, or another member of leadership staff, will interview all parties involved.
- The Designated Safeguarding Lead (or in their absence, one of the deputies) will be informed of all bullying issues where there are safeguarding concerns.
- The School will inform other staff members, and parents/ carers, where appropriate.
- Sanctions and support for individuals will be implemented, in consultation with all parties concerned.

- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).
- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in School in accordance with the School's behaviour policy and anti-bullying procedures.
- A clear and precise account of the incident will be recorded by the School in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

When responding to cyberbullying concerns, as soon as an incident has been reported or identified the School will:

- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
    - looking at use of the school systems;
    - identifying and interviewing possible witnesses;
    - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
    - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
    - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and also the School searching and confiscation policy.
    - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbulling; the School will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
    - advising those targeted not to retaliate or reply;
    - providing advice on blocking or removing people from contact lists;
    - helping those involved to think carefully about what private information they may have in the public domain.

Education and discussion around the responsible use of technologies and e-safety are key to preventing cyberbullying and helping children and young people deal confidently with any problems that might arise,

whether in or out of school. The school will publicise progress and cyberbullying prevention activities to the whole-School community.

Members of the School community, including staff and parents, will be encouraged to follow the following advice which is displayed throughout the School.

- Always respect others - be careful what you say online and what images you send.
- Think before you send - whatever you send can be made public very quickly and could stay online forever.
- Think before you post.
- Treat your password like your toothbrush - keep it to yourself. Only give your mobile number or personal website address to trusted friends.
- Block the bully - learn how to block or report someone who is behaving badly.
- Don't retaliate or reply!
- Save the evidence - learn how to keep records of offending messages, pictures or online conversations.
- Make sure you tell:
  - An adult you trust, or call a helpline like Childline on 0800 1111 in confidence
  - The provider of the service; check the service provider's website to see where to report incidents
  - Your Tutor/ Houseparent /Head of Year- they will be able to help.

There is specific guidance for staff and pupils on the use of portable electronic devices at school which can be found in the mobile phones and portable devices policy and the Online Safety Policy. When joining the school a parent may choose to withhold consent for their child and this will be respected by the school marketing department with any image blurred. Staff are mindful of parents and guests taking photographs at events such as fixtures and concerts.

Supporting pupils

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

- To celebrate individualism.
- To hold and promote positive attitudes towards themselves and others.
- To share problems with staff, older pupils, parents.
- To turn to anyone they trust if they are struggling.
- Not to feel guilty about speaking out when they are unhappy.
- Never to stand by and watch someone else being bullied. It is everyone's responsibility to prevent this happening.

It can be helpful to try to identify those likely to be bullied and try if possible to minimise the characteristics that might make them susceptible. This can be either pre-emptive action or part of the way victims can be helped not to attract bullying in future. The literature identifies "passive" (unassertive in their peer groups) and "provocative" (hyperactive) victims.

The Online Safety Policy contains clear School rules about the use of the School computer network and includes advice on how to avoid cyberbullying.

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous support.
- Supporting the individual with skills on how to and the need to help themselves, how to be positive, assertive, rapport, friendships and non-victim body language.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Young Person Mental Health Services (CYPMHS).

Pupils who have perpetrated the bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change behaviour.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions needed to assist them in modifying their behaviour.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with the School's Promoting Positive Behaviour Policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions depending on the nature, severity and duration of the bullying.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Young Person Mental Health Services (CYPMHS) as appropriate.

Supporting adults

The School takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the Designated Safeguarding Lead, a senior member of staff.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off the School site or outside of normal school hours (including online), the School will still investigate the concern and ensure that appropriate action is taken in accordance with the Schools disciplinary policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults (staff and parents) who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the School's Handling of Concerns and Complaints from parents Policy.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

Preventing Bullying Environment

The whole School community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- It is not our intention to wait for bullying to happen before we act; we wish to pre-empt the problem. The skills required for building relationships and living in communities in PSHEE and within the boarding houses.
- Pupils learn to recognise and manage their own emotions and respond to the emotional needs of others. They also learn how to build trust and resolve conflict.
- The Deputy Head speaks regularly to the pupils about bullying and this is followed up by HOYs with year groups.
- E-safety is addressed through the PSHEE programme and also through a series of talks and workshops delivered to the pupils based on 'digital citizenship and awareness'
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
- Members of staff and volunteers are vigilant at all times but particularly: at the start and end of the school days when some pupils arrive and leave the site; before lessons, at morning break and at lunchtime; in the queue for the dining room and in the dining room itself; when on their weekly duty; in School corridors and social areas in the Boarding Houses; on School transport and School trips.

- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

The whole School community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing School policies, for any bullying bought to the School's attention, which involves or effects pupils, even when they are not on School premises; for example, when using School transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

The School community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, facilities staff and housekeeping staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the School's policy and procedures (including recording and reporting incidents).
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the student council, etc.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

Involvement of pupils

The School will:

- Involve pupils in policy writing and decision making, to ensure that they understand the School's approach and are clear about the part they have to play to prevent bullying.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

Involvement and liaison with parents and carers

The School will:

- Advise parents to attend the Parent forums which cover a wide range of matters which assist parents in the support of their child.
- Encourage parents to watch out for changes in behaviour in their child, a reluctance to return to school or a general change in attitude.
- Encourage all parents to take an active interest in their child's social life and discuss their friendships and how free time is spent.
- Advise all parents to encourage their child to report bullying, either of themselves or others.
- Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the School does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the School gates that give rise to bullying.
- Ensure that parents work with the School to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

Statutory implications

The School understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

The School understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of children and young people at the School to be breached by failing to take bullying seriously.

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 or intimidation and hate crimes.

Monitoring and review: putting policy into practice

The School will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the School's development planning.

The Head will be informed of bullying concerns, as appropriate. The Designated Safeguarding Lead will report on a regular basis to the Court of Governors on incidents of bullying, including outcomes. The Designated Safeguarding Lead will record all bullying concerns on the School's centralised bullying and behaviour log.

Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk

- MindEd: www.minded.org.
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools SEND
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25 Cyberbullying
- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-forchild-internet-safety-ukccis September 2017, Education Safeguarding Team, Kent County Council 10 Race, religion and nationality
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama:www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srtrc.org/educational
- Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk Sexual harrassment and sexual bullying
- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf

- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying:
  www.anti-bullyingalliance.org.uk/tools-information/all-aboutbullying/sexual-and-gender-related Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)

Government guidance:
- Preventing and tackling bullying: Advice for headteachers, staff and governing bodies (DfE, July 2017) www.gov.uk/government/publications/preventing-and-tackling-bullying;
- Cyberbullying: advice for headteachers and school staff (DfE, November 2014);
- Working together to safeguard children (DfE, July 2019);
- Keeping children safe in education (DfE, updated annually);
- Sexual violence and sexual harassment between children in schools and Schools (DfE, May 2018);
- Searching, screening and confiscation: advice for schools (DfE, January 2018).

Reading :
- `Bullying; Wise Guide' by Michele Elliott
- `Don't Pick on Me: How to Handle Bullying' by Rosemary Stone
- `Your child bullying' by J Alexander
- `101 Ways to deal with bullying' - a guide for parents, by M Elliott
- `Keeping Safe: A practical guide to talking with children, by Kidscape
- `Helping children cope with bullying' by S Lawson
- `Confident children: a parents' guide to helping children feel good', G Lindenfield
- `Bullying and how to fight it: A Guide for families', by A Mellor
- `Fighting, teasing and bullying: Simple and effective ways to help your child', by J Pearce
- `The bullying problem: How to deal with difficult children, by A Train

Related Policies

- Confidentiality Policy
- Equal Diversity and Inclusion Policy (pupil)
- Online Safety Policy
- IT Acceptable Use Policy
- Handling of Concerns and Complaints from Parents including EYFS
- Personal Social and Health Education Policy
- Promoting Positive Behaviour Policy
- Safeguarding and Protecting the Welfare of Pupils Policy