



THE PERSE
SCHOOL
CAMBRIDGE

Anti-Bullying Policy (Pupils)

The Perse School

September 2020

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SCOPE

This policy applies to the Perse School (“the School”) which comprises the Perse Pelican Nursery and Pre Preparatory School including the EYFS setting (“the Perse Pelican School”), the Perse Preparatory School (“the Perse Prep School”) and the Perse Upper School (“the Upper School”).

This policy applies to all pupils and staff at the School irrespective of their age and whether or not the pupil is in the care of the School when / if bullying behaviour occurs.

This policy applies to all pupils at the School and at all times when a pupil is:

- In or at school;
- Representing the School or wearing School uniform;
- Travelling to or from school;
- On School-organised trips;
- Associated with the School at any time; or
- in the care of the School or not and the School becomes aware of an incident of bullying.

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

- Affect the health, safety or wellbeing of a member of the School community or a member of the public
- Have repercussions for the orderly running of the School; or
- Bring the School into disrepute.

This policy can be made available in large print or other accessible format if required.

This policy has been drawn up with assistance from guidance issued by the Department for Education (DfE), *Preventing and tackling bullying* (July 2017) and will be reviewed against any new government guidance issued from time to time. This policy also has regard to the following guidance and advice: *Keeping children safe in education* (September 2020), *Working together to safeguard children 2018* (DfE, February 2019), *Information sharing advice for safeguarding practitioners* (DfE, July 2018), *Searching screening and confiscation: advice for schools* (DfE, January 2018), *Relationships education, relationships and sex education and health education guidance* (DfE, June 2019), *Advice and guidance: How can we stop prejudice based bullying in schools* (Equality and Human Rights Commission) and the advice *Sexual violence and sexual harassment between children in schools and colleges* (May 2018).

ADDITIONAL ADVISORY MATERIALS FOR PARENTS AND STAFF

The DfE has also published the following advice notes to supplement *Preventing and tackling bullying* (July 2017):

- [Cyber Bullying: Advice for Head teachers and School Staff](#)
- [Advice for Parents and Carers on Cyberbullying.](#)

These can be found on the Government website at:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>.

The following websites provide a source of information and advice:

- [Changing Faces](#)
- [Stonewall | Acceptance without exception](#)
- [Show Racism the Red Card](#)

[Anne Frank Trust](#)

[Thinkuknow](#)

[Childnet International](#)

[Digizen](#)

[Equality and Human Rights Commission: Advice and Guidance: How can we stop prejudice based bullying in schools](#)

AIMS AND OBJECTIVES

The School aims to produce a safe and secure environment where all can learn without anxiety.

Bullying is wrong and damages children. The School therefore does all it can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

The School is committed to actively promoting and safeguarding the welfare of all its pupils. This policy aims to produce a consistent response to any bullying incident that may occur and to comply with the School's duties under the Equality Act 2010.

The School aims to make all those connected with the School aware of its opposition to bullying, and makes clear each person's responsibilities with regard to the prevention of bullying in school. The School also aims to help to create a culture of safety, equality and protection.

1 BACKGROUND

- 1.1. It is a regrettable feature of the modern world that bullies can be found in many areas of life. Bullying is not confined to any particular gender, age, ethnicity or occupation. In schools in the UK, bullying is thought to affect many thousands of pupils. Bullying can cause profound unhappiness, psychological damage and even suicide.
- 1.2. Although bullying is not a specific offence, there are criminal laws which apply to harassment and threatening behaviour. 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 and also a civil wrong known as a "tort" for both of which there can be legal consequences outside the School. 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 e-mail) to another person with the intent to cause distress or anxiety.
- 1.3. There are various definitions of bullying, but most have three things in common:
 - It is deliberately hurtful behaviour;
 - It is repeated over time; and
 - There is an imbalance of power which makes it hard for those being bullied to defend themselves.
- 1.4. The definition for bullying from the Diana Award is "Bullying is repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe". Bullying is often motivated by prejudice against particular groups. It can be physical, verbal, indirect or cyberbullying. It may take the form of abuse of person or property, verbal criticism, teasing or taunting, psychological pressure, or sexual harassment and be:
 - racist, or regarding someone's religion, belief or culture;

- sexual harassment- unwanted conduct of a sexual nature that can occur online and offline;
 - sexist - related to a person's sex or gender reassignment;
 - related to a person's sexual orientation (homophobic bullying);
 - related to a person's age;
 - related to pregnancy and/or maternity;
 - related to a person's disability, special educational needs, learning difficulty, health or appearance;
 - related to a person's home circumstances;
 - related to a person's intellectual or other abilities or lack thereof; and/or
 - cyber bullying that takes place using technology see clause 1.12 below.
- 1.5. Sometimes unkind behaviour is just thoughtless, or is not deliberate or intended to hurt. Some individuals see their hurtful conduct as "teasing" or "a game" or "for the good of" the other person. It can sometimes hurt to be different, or to be made to feel different. These forms of behaviour 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 disruptive behaviour over a prolonged period of time such as "banter" and "horseplay" can have a wearing and significant impact on targeted individuals exposed to such behaviour.
- 1.6. Examples of physical bullying may include: hitting, kicking, pushing people around, spitting, fighting, or taking, damaging or hiding someone else's belongings or clothes; setting up someone else to get the blame for a breach of school rules; or so-called initiation ceremonies.
- 1.7. Bullying may be general unkindness such as spreading rumours or writing unkind notes, mobile phone texts or emails.
- 1.8. Examples of psychological bullying may include: name - calling, taunting, teasing, insulting or demanding money, excluding someone from a group, activity or place; aggressive name-calling; unpleasant e-mails or telephone calls or unpleasant material placed on websites; racism, negative remarks about appearance, abilities, nationality, religion, disability, gender (e.g. male chauvinism) or sexuality (e.g. homophobia).
- 1.9. Bullying may be harmful sexual behaviours which include sexual harassment and sexual violence: 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 (sexting); 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.
- 1.10. Bullying may be sexual violence which includes sexual offences under the Sexual Offences Act 2003, specifically rape, assault by penetration and sexual assault.

- 1.11. The School limits provision and availability of IT hardware and limits use of electronic devices by pupils to help safeguard pupils. Staff are vigilant around the School site.
- 1.12. Cyberbullying continues to cause concern. Cyberbullying is bullying that takes place using technology, particularly mobile phones and the internet, social media or gaming sites. Cyberbullying is particularly pernicious as it can occur 24 hours a day, 7 days a week, and can affect the victim in his/her home or wherever a mobile device is accessed. An incident of cyberbullying will be dealt with in accordance with the procedures in this policy. See the Appendix to this policy for guidance for pupils about cyberbullying. The School works closely with parents and pupils to help them understand the implications of inappropriate and / or unacceptable use of ICT and to teach positive use of technology (see also the School's *acceptable use of ICT policy for pupils*).
- 1.13. Any behaviour which a reasonable bystander would say was calculated or intended to hurt or upset the victim is wrong and may well constitute bullying. Bullying behaviour will not be dismissed as being normal between young people, as "banter" or simply "part of growing up". It is no justification that the bully says or believes that the victim is not upset or hurt by the bully's actions or words, or that the victim needs "toughening up", "taking down a peg or two", or "to be taught a lesson". Sanctions of any kind against a pupil are the responsibility of staff (on occasion in conjunction with parents), and not of other pupils.
- 1.14. Bullying causes fear and distress for the victim and may distract him or her from school work. It often affects other children who witness the bullying. It may damage the atmosphere of a class, and even the climate of a school.
- 1.15. 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 and prejudice-based bullying), causing physical harm, initiation / hazing type violence and rituals, sexting or any form of sexual harassment or violence.
- 1.16. The School's policy and procedures with regard to peer on peer abuse are set out in the School's *safeguarding and child protection policy*. Concerns about a pupil's welfare because they are the victim or perpetrator of bullying behaviour must be reported in accordance with the *safeguarding and child protection policy* and appropriate action taken, taking into account the Cambridgeshire and Peterborough Safeguarding Partners' 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 is suffering or likely to suffer significant harm.
- 1.17. The School wishes to enhance pupils' self-esteem without making them arrogant. It aims to provide pupils with a secure and caring environment in which bullying is neither ignored, condoned nor tolerated. The School cannot do this alone; all members of the School - including staff, parents and governors, as well as pupils - must demonstrate that they believe that any form of bullying is unacceptable and set an example which reflects that view.
- 1.18. 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.
- 1.19. All members of the School should help to create an atmosphere in which bullying will be spoken of openly, taken seriously and responded to with appropriate action. A pupil who is being bullied should tell his/her parents, and preferably:
 - **Pelican School:** the pupil's Class Teacher or another member of staff.

- **Prep School:** the pupil's Form Teacher, Assistant Head (Pastoral) or another member of staff; or
- **Upper School:** the pupil's Tutor, Head of Year or another member of staff;

However, it is most important that any cases of bullying are reported to someone to whom the victim feels able to talk and a report may accordingly be made to any member of staff. The School wants to help, and has many years' experience of doing so.

- 1.20. The Governing Body 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 providing that appropriate values, policies and procedures are in place and implemented effectively to:

- 1.20.1. minimise the risk of bullying at the School so that pupils feel safe and secure;
- 1.20.2. intervene early in low-level disruption to prevent negative behaviours escalating;
- 1.20.3. deal swiftly with allegations of bullying at the School so that pupils and staff feel confident that all incidents will be dealt with appropriately; and
- 1.20.4. 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.

- 1.21. In particular the School expects all its members to:-

- uphold the School rules and values;
- report an incident of bullying in accordance with the terms of this policy;
- ensure that a complaint of bullying will always be taken seriously;
- ensure that no-one will tolerate unkind actions or remarks or stand by when someone is being bullied;
- value one another and treat each other with respect and sensitivity;
- think carefully before speaking/acting in ways which may cause argument, distress or embarrassment;
- respect differences and variety (of origin, appearance, personality and interests) - remembering that everyone has both rights and duties;
- realise that sometimes what may seem fun to some (especially a group) may seem much more threatening to others (especially an individual);
- work together to create a School in which people live harmoniously;
- help protect and support those who are unhappy or vulnerable;
- make a stand against those who ignore or resist these aims.

All of the above apply to interaction in person and in cyberspace (through the use of any or all forms of technology).

- 1.22. In School and in every year group:

- discriminatory and offensive words and behaviour are treated as unacceptable;
- 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; and
- positive attitudes are fostered towards gender and sexuality differences through the curriculum and tutorials.

- 1.23. Through their training and experience, members of staff and volunteers are expected to promote an anti-bullying culture by:

- celebrating achievement;
- anticipating problems and providing support;
- 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;
- 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;
- making opportunities to listen to pupils;
- acting as advocates of pupils.

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

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

1.25 Staff awareness is raised through discussion in scheduled meetings between staff, and strategies put in place for action to be taken to reduce the risk of bullying at times and in places where it is most likely to occur. 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. Appropriate training in all aspects of care will be arranged for staff in relevant roles to ensure they have the necessary professional skills to identify the risks and indications of child abuse and bullying and to deal with cases or potential cases which are detected (see also section 3 below).

1.26 The School will take active measures to promote an anti-bullying culture and the message to parents that bullying will not be tolerated in the School. This is achieved through form time, tutorials, Personal, Social, Health and Economic Education (PSHE), Emotional Wellbeing (EW) and Spiritual, Moral, Social and Cultural Education (SMSC), Assemblies, Anti-Bullying Ambassadors (Upper School) and via parent newsletters.

2 REPORTING BULLYING COMPLAINTS

2.1. **Why incidents might not be reported:** 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:

- it is telling tales;
- they won't believe me because the person I am complaining about is popular and I am not, and I will become even more unpopular;
- the things they are saying and doing are too embarrassing to discuss with an adult;
- it is all my fault anyway for being overweight / too studious etc;

- there are too many of them; there is nothing the staff can do;
 - it will get back to my parents and they will think less of me;
 - I will just try and toughen up and grow a thicker skin;
 - I will lie low and not draw attention to myself;
 - this is a normal part of growing up and going to school.
- 2.2. 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:
- it is "grassing" and I will become unpopular;
 - it is not my concern anyway;
 - I don't like the victim and I would find it embarrassing to be associated with them.
- 2.3. 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:
- every complaint of bullying will be taken seriously;
 - members of staff and volunteers will deal with a complaint correctly and effectively in accordance with their experience and the training they have received;
 - there is a solution to nearly every problem of bullying;
 - a pupil who complains will receive support and advice and in many cases the problem can be dealt with on a no-names basis;
 - the primary aim will be for the bullying to cease, not the punishment of the bully unless this is necessary;
 - we may need to support the bully as well so we can address the causes of bullying behaviour.
- 2.4. **Assessment of concerns:** The Head of Year 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:
- the nature of the incident(s): physical? sexual? verbal? exclusionary? etc
 - is it a "one-off" incident involving an individual or a group?
 - is it part of a pattern of behaviour by an individual or a group?
 - has physical injury been caused?
 - who should be informed: Head? Parents? the School's Designated Safeguarding Lead? children's social care? the police?
 - can the alleged bully be questioned without disclosing the victim's identity?
 - what is the likely outcome if the allegation proves to be correct?
- 2.5. **Initial complaint:** Any member of staff who learns of alleged bullying behaviour should:
- (a) firstly, respond quickly and sensitively by offering advice, support and reassurance to the alleged victim. The member of staff should:
- listen carefully and keep an open mind;

- not ask leading questions; and
- reassure the pupil but not give a guarantee of confidentiality;

(b) if the incident is not too serious, possible outcomes may be that there has been a misunderstanding which can be explained sympathetically to the alleged victim with advice to the alleged bully, or the complaint is justified in whole or in part, and further action will be needed. In a case in which a serious criminal offence is suspected, advice should be sought from the Upper School Head or Deputy Head (Pupil development and welfare), or Head of the Prep or Pelican School as appropriate; or in all other cases:

(c) report the allegation to:

- (1) In the Upper School: the tutor of the alleged victim and of the alleged bully as soon as possible.

The Head of Year and Head of Section will be informed as soon as possible and a strategy agreed for dealing with the matter.

The matter will be brought to the attention of the Deputy Head (Pupil development and welfare). Records will be kept in the anti-bullying file including those where allegations were not substantiated.

- (2) In the Prep School: the Assistant Head (Pastoral) or Deputy Head.

The Form Teacher and Head of Year of the alleged victim and of the alleged bully will be informed as soon as possible and a strategy agreed for dealing with the matter.

The matter will be brought to the attention of the Head and SLT. Records will be kept in the anti-bullying file including those where allegations were not substantiated.

- (3) In the Pelican School: the child's class teacher who will liaise with The Pelican Head and in her absence to the Deputy Head

Records will be kept by the Head in a file including those where allegations were not substantiated.

If the alleged bullying behaviour raises a safeguarding concern, the matter should be reported in accordance with the School's *safeguarding and child protection policy* before any 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 Keeping Children Safe in Education (September 2020). 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 sexting as set out in Appendix 1 of the School's *safeguarding and child protection policy*.

2.6. Prep and Upper Schools

Pupils: A document "**What to do if Something is Seriously Concerning you – A Pupil's Guide**" is available and gives advice to pupils who feel that they may be being bullied or are worried about another pupil who is, or may be, being bullied. A copy of this document can be accessed by Upper School pupils in the Welfare area of the School IT system and is available to Prep School pupils in the Pupil Planners.

Parents: Parents who are concerned that their child or another pupil is or may be being bullied should contact the child's Form Teacher (Prep School) or Tutor, Head of Year or Head of Section (Upper School) without delay.

2.7. Pelican School:

Pupils: A pupil who is being bullied, or who is worried about another pupil who is or may be being bullied should report this without delay by telling his/her parents, or any member of staff. They can also call Childline on 0800 1111.

Parents: Parents who are concerned that their child or another pupil is or may be being bullied should contact their child's Class Teacher without delay.

3 THE IMPLEMENTATION OF THE POLICY

- 3.1. Awareness of this policy is promoted through appropriate staff training to ensure the principles of the policy are understood, legal responsibilities in line with the Equality Act 2010 are known and guidance is given to help staff in relevant roles prevent and resolve problems.
- 3.2. The School ensures that regular guidance and training are arranged as appropriate on induction and at regular intervals thereafter to ensure that staff and volunteers in relevant roles understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles, especially:
 - 3.2.1. having an understanding of the groups who may be more vulnerable to bullying;
 - 3.2.2. awareness of the risk and indications of bullying, and how to deal with cases;
 - 3.2.3. counselling skills (including bereavement); and
 - 3.2.4. awareness of the risks of peer on peer abuse including sexual violence and sexual harassment and how bullying behaviour may give rise to safeguarding concerns.
- 3.3. The level and frequency of training depends on the role of the individual member of staff. The School maintains records of all staff training.
- 3.4. Positive values of mutual respect and concern (valuing one another) will be promoted to pupils by explicit encouragement in a wide range of contexts from assembly and tutorial time-periods to informal discussion.
- 3.5. The PSHE course will address the topic of bullying periodically in all forms in the Pelican and Prep Schools and Years 7 -10 in the Upper School. Class or Form Teachers or Tutors will also remind pupils at the start of each academic year of their responsibility to ensure that bullying does not occur and to talk to a member of staff if they witness, suspect or experience bullying. Staff are aware of learning opportunities in class (often in projects, drama, stories or literature) avoiding prejudice-based language.
- 3.6. 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 events held by the School to raise awareness. See the School's *online safety policy* and *acceptable use of ICT policy for pupils* for further information about the School's online safety strategy.
- 3.7. The School recognises that children with special educational needs and disabilities can face additional safeguarding challenges, including the potential to suffer disproportionate impact from behaviours such as bullying, without outwardly showing any signs. The School will consider extra pastoral support for pupils with special educational needs and disabilities, as required.
- 3.8. **Record keeping:** All records created in accordance with this policy are managed in accordance with the School's *records management policy* and *records retention schedule*.

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 the personal data of pupils and parents. The privacy notices are published on the School's website. 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 protection policy for staff, governors and volunteers* and *information security and sharing data guidance* which are both contained in the *data protection and information security handbook*.

3.9. Except in a case in which a serious criminal offence is suspected, in the event of an observed or reported instance of apparent bullying, the facts will be ascertained from the victim(s), alleged perpetrator(s) and/or witness(es) without delay. A record will be made of who was involved, what happened, when and where, and this will be passed to the relevant Form or Class Teacher or Tutor(s), who will liaise with:

- **Pelican School:** The Head or Deputy Head. The Head will record incidents of bullying in a file which is kept in the Head's Office and will monitor this file at least at the end of each term in order to enable any patterns which might emerge to be identified, both in relation to individual pupils and across the Pelican School as a whole; or
- **Prep School:** The Assistant Head (Pastoral) and/or Deputy Head, who will be responsible for informing the Head. The Head will record incidents of bullying in a file which is kept in the Prep Head's Office and will monitor this file at least at the end of each term in order to enable any patterns which might emerge to be identified, both in relation to individual pupils and across the Prep School as a whole; or
- **Upper School:** Relevant Head of Section who is responsible for ensuring that the Deputy Head (Pupil development and welfare) receives a record of the incident. The Deputy Head (Pupil development and welfare) will record incidents of bullying in a file which is kept in the Deputy Head (Pupil development and welfare)' Office and will monitor this file at least at the end of each term in order to enable any patterns which might emerge to be identified, both in relation to individual pupils and across the Upper School as a whole.

3.10. The School will keep relevant parents informed if and when it may be dealing with a significant bullying situation (including online safety issues and the School's strategies to safeguard pupils) through correspondence and events held by the School to raise awareness. Parents are asked to let the School (normally the Class Teacher (Pelican School), Form Teacher, Head of Year, Assistant Head (Pastoral) or Deputy Head (Prep School) or Tutor, Head of Year or the Head of Section (Upper School), in the first instance) know directly if they have cause for concern, either on behalf of their own children or because of rumours about incidents involving others. The School always tries to handle information discreetly, and while it has obligations to follow up such matters it does not do so without considering appropriate consultation. It is much easier to manage problems or potential problems at an early stage.

3.11. **Range of actions**

Once investigated, and when a complaint of bullying behaviour is upheld, every effort will be made to resolve the problem through action including one or more of the following:

3.11.1. 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* will be followed.

3.11.2. counselling of all appropriate parties.

- 3.11.3. advice and support for the victim and, where appropriate, establishing a course of action to help the victim, including support from the School counsellor or from external services such as CAMHS or Centre 33 where appropriate.
- 3.11.4. advice and support for the bully in trying to change his / her behaviour. This may include clear instructions and a warning or final warning.
- 3.11.5. consideration of the motivation behind the bullying behaviour and whether external services should be used to tackle any underlying issues of the bully which contributed to the bullying behaviour. If these considerations lead to any safeguarding concerns relating to the bully, the School's child protection procedures will be followed.
- 3.11.6. a supervised meeting between the bully and the victim to discuss their differences and the way in which they may be able to avoid future conflict (only with the victim's express agreement).
- 3.11.7. a disciplinary sanction against the bully, in accordance with the School's *behaviour and discipline policy*. Sanctions should reflect the seriousness of an incident and carry a deterrent effect. In a very serious case or a case of persistent bullying, a pupil may, after appropriate investigations and hearing(s), be required to leave the School permanently in accordance with the School's *behaviour and discipline policy* and *permanent exclusion and removal: review procedure*. 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.
- 3.11.8. action to break up a "power base".
- 3.11.9. 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 *acceptable use of ICT policy for pupils*).
- 3.11.10. moving either the bully or victim to another form group after consultation with the pupil, his/her parents and the relevant staff.
- 3.11.11. involving Children's Social Care or the police after following due process and collaboration with the parents.
- 3.11.12. notifying the parents of one or both pupils about the case and the action which has been taken.
- 3.11.13. such other action as may appear to the Head to be appropriate.

Otherwise, in serious cases parents will be informed and consulted. This process will normally be carried out by:

- **Pelican School:** the pupil's Class Teacher, working in conjunction with the Head or Deputy Head.
- **Prep School:** the Deputy Head, Assistant Head (Pastoral) or the pupil's Form Teacher
- **Upper School:** the pupil's Tutor, Head of Year or Head of Section or the Deputy Head (Pupil development and welfare).

- 3.12. The position should be monitored for as long as necessary thereafter. Action may include:
 - 3.12.1. sharing information with some or all colleagues and with pupils in the Form or Year so that they may be alert to the need to monitor certain pupils closely;
 - 3.12.2. ongoing counselling and support;
 - 3.12.3. vigilance;

- 3.12.4. mentioning the incident at meetings of staff;
- 3.12.5. reviewing vulnerable individuals and areas of the School.

3.10 **Supporting those severely impacted by bullying**

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. 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 where necessary.

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

- 3.11. For all incidents of bullying (whether isolated or occurring over a period of time), disciplinary sanctions will be applied fairly, consistently and reasonably, taking into account any special educational needs or disabilities of the pupil and the needs of vulnerable pupils. Such sanctions may extend to fixed term exclusion, required removal or - in the gravest cases of severe or persistent bullying – permanent exclusion. In the Pelican School sanctions may also extend to time-out and reporting to the Head at regular intervals. Counselling may, however, be maintained for both parties even after sanctions have been applied.
- 3.12. If at any stage the alleged bullying behaviour raises a safeguarding concern, the School's *safeguarding and child protection policy* should be followed before further investigation is carried out. Even where safeguarding is not considered to be an issue, the School may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

4 **RISK ASSESSMENT**

- 4.1 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.
- 4.2 The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including 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.
- 4.3 The Upper School Head, Prep School Head or Pelican School Head, as appropriate, has overall responsibility for ensuring that matters which affect pupil welfare in each school are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated.
- 4.4 Day to day responsibility to carry out risk assessments under this policy will be delegated to the Deputy Head (Pupil development and welfare), Prep School Deputy Head or Pelican School Deputy Head, as appropriate, who has been properly trained in, and tasked with, carrying out the particular assessment.

5 MONITORING AND REVIEW

- 5.1 The Upper School Deputy Head (Pupil development and welfare), and Heads of the Prep and Pelican Schools will monitor the individual school's record of bullying incidents on a regular basis to identify patterns in behaviour and the effectiveness of the School's anti-bullying procedures. This information will be reported to the Upper, Prep and Pelican SMT's and to the relevant Education Committee so that senior staff and Governors actively monitor bullying incidents and the effectiveness of the School's anti-bullying procedures.
- 5.2 This policy will be reviewed by the Upper School Deputy Head (Pupil development and welfare), and Prep School Deputy Head and the Head of the Pelican School and revisions made on an annual basis, or more regularly as required and taking into account any advice published by the DfE together with the records of any bullying incidents. In undertaking the review the Deputy Head (Pupil development and welfare) and Heads of the Prep and Pelican Schools will take into account the results of the monitoring above, as well as any changes in legislation and/or statutory guidance and other relevant information gathered (such as through a bullying survey).
- 5.3 The Board of Governors will consider the revisions made as part of its collective responsibility to carry out an annual review of safeguarding.
- 5.4 The policy is carried out in conjunction with the School's *behaviour and discipline policy*.
- 5.5 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.
- 5.6 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 about pupils and parents. The privacy notices are published on the School's website. 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 protection policy* and *information security and sharing data guidance*, which are contained in the *data protection and information security handbook*.

6 VERSION CONTROL

Date of adoption of this policy	3 rd September 2020
Date of last review of this policy	September 2019
Date for next review of this policy	September 2021 or earlier if necessary
Policy owner (SLT)	Designated Safeguarding Leads
Authorised by	Jonathan Scott On behalf of the Board of Governors
Circulation	Governors / teaching staff / all staff parents / pupils [on request] Published on the School's website and PersePortal and available from the School Office on request
Status	Non Contractual. Complies with the Education (Independent School Standards) Regulations 2014 (SI2014/3283), Education and Skills Act 2008, Data Protection Act 2018 and General Data Protection Regulation (GDPR) and the Equality Act 2010.

APPENDIX - CYBERBULLYING

Cyberbullying is bullying that takes place using technology.

Pupils should remember the following:

- use the security settings when using technology.
- regularly change your password and keep it private.
- 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.
- 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 ChildLine on 0800 1111.
- Don't retaliate or reply online.
- 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.
- Block the bully. Most social media websites and online or mobile services allow you block someone who is behaving badly.
- Don't do nothing - if you see cyberbullying going on, support the victim and report the bullying.

You may find the following websites helpful:

<http://www.childnet.com/young-people>

<http://www.childnet.com/resources/smartie-the-penguin>

<https://www.ceop.police.uk/Safety-Centre/How-can-CEOP-help-me-YP/>

<https://www.bbc.com/ownit>

<https://www.thinkuknow.co.uk/>

<https://www.childline.org.uk/Explore/Bullying/Pages/online-bullying.aspx>

<https://www.saferinternet.org.uk/advice-centre/young-people>

<https://www.disrespectnobody.co.uk/>

<http://www.safetynetkids.org.uk/>

Please see the School's *acceptable use of ICT policy for pupils* which sets out the School 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 acceptable use policy.