



Anti-Bullying and Anti-Cyberbullying Policy

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Applies to	Upper School
Endorsed by	Head Master
Responsibility	Head Master
Date reviewed	March 2021
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Anti-Bullying and Anti-Cyberbullying Policy

Definition and general principles

Bullying can be defined as deliberately hurtful behaviour of any kind, physical or emotional, by an individual or group, usually repeated over a period of time. The school recognises that bullying can take a variety of forms, including cyber-bullying (i.e. the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others). It is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer. Bullying often involves an imbalance of power between the perpetrator and the victim which can manifest itself in several ways: it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.¹ Bullying is a safeguarding issue and this policy should be read in conjunction with the school's Safeguarding Children and Child Protection Policy.

The aim of this policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying can be a form of peer-on-peer abuse. It is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Abuse should never be passed off as 'banter' or 'part of growing up'. The school recognises that bullying in all its forms may take place here and actively seeks to eradicate it. Staff must be alert to signs of bullying and act promptly and firmly against it.

The School takes account of the DfE Guidance, [Behaviour and Discipline in Schools](#) (January 2016), [Preventing and Tackling Bullying](#) (July 2017) and also acknowledges its legal duties under the Equality Act 2010 and in respect of boys with Special Educational Needs or disabilities. It also has regard to 'Keeping Children Safe in Education' (2018). The policy applies to all aspects of the school but, in accordance with National Minimum Boarding Standard 12, particular regard should be had to those pupils that are in boarding. The extra requirements of that standard are met in this policy. Bullying and cyber-bullying are safeguarding issues and the school will respond to these in line with its Safeguarding Children and Child Protection policy and procedures.

Our school aims to adopt anti-bullying strategies and intervention systems in order to:

- Prevent, de-escalate and/or stop any continuation of harmful behaviour.
- React to bullying or cyberbullying incidents in a reasonable, proportionate and consistent way.
- Safeguard the pupil who has experienced bullying; trigger sources of support for the victim as well as the perpetrator where appropriate.
- Apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.
- Safeguard the boys in the real and virtual world

¹ [Preventing and Tackling Bullying](#) (July 2017), p. 8.

- Ensure that boys, staff and parents are educated to understand what bullying and cyberbullying are and what their consequences can be
- Have procedures are in place to prevent incidents of cyberbullying in school or within the school community
- Ensure that we monitor the effectiveness of our prevention measures

The three main manifestations of bullying are:

- Physical (hitting, kicking, pushing, theft)
- Verbal (name calling, taunting, mocking, making offensive remarks, making inappropriate comments about someone's disability or learning difficulty, racist, sexist or homophobic remarks)
- Indirect (spreading rumours, gossiping, excluding someone from social networking groups and websites, sending inappropriate text messages, photographs or emails; other cyber bullying).

The school recognises that some children may be particularly vulnerable to physical, sexual and emotional abuse by their peers, including students with SEN and/or disabilities. Such abuse is taken as seriously as abuse perpetrated by an adult.

The School actively seeks to prevent bullying and promote tolerant attitudes to all, regardless of any differences of background, belief or character. We recognise the serious effect of all forms of bullying and the potential for psychological damage to victims. Though bullying itself is not a specific criminal offence, the school nevertheless takes a very strong stance against all threatening behaviour and harassment, and there are criminal laws which apply to some such behaviour. All boys are actively encouraged to pass on information about any incident of bullying against either themselves or others. There will be no disciplinary action taken for any 'whistle blowing' done in good faith.

We encourage boys to speak to one or more of the following individuals in school:

Upper School

1. Tutor
2. Housemaster
3. Vice Master
4. Head Master
5. School Chaplain
6. School Nurse
7. School Counsellor (Independent)
8. Any Other Member of Staff
9. School Monitors

Prep School

1. Tutor
2. Heads of Year
3. Assistant Head – Pastoral
4. Deputy Head
5. Headmaster
6. House Master
7. School Nurse
8. School Counsellor (Independent)
9. Any Other Member of Staff

All of the above are trained in child protection issues in order to prepare them on how to deal with disclosures and other sensitive information. Anti-bullying training takes place for all staff as part of induction and is regularly renewed through child protection inset. Boys are educated about what to do about bullying via school and year-group assemblies.

Further guidelines can be found in the school's Safeguarding Children and Child Protection Policy and its Behaviour Policies, the latter of which both outline sanction against serious bullying and encourage positive behaviour as a preventative measure.

Signs of Bullying

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits, e.g. giving up music lessons, change to accent or vocabulary
- Diminished levels of self confidence
- Frequent visits to the Medical Centre with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiencing nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying, should be investigated by parents and teachers.

Whole School Anti-bullying Strategies

Prevention

- Creating an environment within which individuals feel safe, care about each other, value and respect each other, recognise and reward achievement and progress.
- Assemblies and talks addressing bullying and telling boys who to talk to when they have concerns
- Staff training
- Addressing bullying, cyberbullying and 'sexting' through the Citizenship curriculum and PSHE programmes, and looking for opportunities to address bullying through other curriculum areas
- The availability of the School Counsellor and Chaplain, and the wider pastoral network of tutors, Housemasters, Matrons, etc.
- Improving the school environment, looking in particular at staff supervision patterns; the physical design of the building(s); target attention on key times and locations.
- Continuous promotion of kindness to each other alongside the school's core values: Endeavour, Responsibility, Integrity and Curiosity

Making Reporting Easier

- Boys may contact their tutor, Housemaster, the Vice Master, or any member of staff, when they are concerned about a bullying or cyberbullying issue
- The school publicises and promotes the message that asking for help is the right thing to do and shows strength and good judgement
- The school provides information on external reporting routes including Childline, CEOP (Child Exploitation and Online Protection) and the NSPCC.

How the school deals with allegations of bullying

The following steps will be taken when dealing with incidents of bullying:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and sent to the relevant Housemaster(s) and or the Vice Master
- An investigation will take place. All concerned with the incident will be interviewed and a record kept of interviews
- Staff and boys should be advised to preserve evidence and a record of abuse; where possible, they should save phone messages, record or save-and-print instant messenger conversations, print or produce a screenshot of social network pages, print, save and forward to staff whole email messages
- If images are involved, determine whether they might be illegal or raise child protection concerns. If so, contact the Vice Master immediately, who may involve the LADO (Local Authority Designated Officer) or the police in cases of actual or suspected illegal content.
- Tutors will be kept informed and where necessary appropriate subject teachers notified.
- Parents will be kept informed.
- Punitive measures will be used as appropriate; there will also be an attempt to support the perpetrator of the bullying by talking through what lay behind his actions and ensuring he understands why a sanction is imposed. The school will liaise with the LCSB where additional support may be required.
- Monitoring of the situation by staff who work with the pupil(s) regularly will take place.
- Further information on how the school deals with sexting and cyber-bullying is set out in the 'Responding to Cyberbullying' section below.

Whenever there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm, any such abuse will be referred to the Local Authority as a Child Protection concern. In the event of disclosures about pupil-on-pupil, or peer-on-peer abuse, all children involved, whether perpetrator or victim, are treated as being at risk. The school will follow statutory guidance in 'Keeping Children Safe in Education' (2018) and 'Working Together to Safeguard Children' (2018), even where the alleged perpetrator is a child. The school will refer to the LADO or Social Services where advice will be sought regarding further action. Where allegations of child abuse by one or more of the school's own pupils are made, a thorough risk-assessment of the situation will be carried out with a view to ensuring the safety of all pupils. Decisions arising might include, for example, whether the accused pupils should be removed from school for a period, or from certain classes, whether sleeping arrangements should be changed for boarders, whether contact with certain individuals should be prevented

or supervised, the availability of counselling, the adequacy of arrangements for listening to children, etc.

Staff should be clear as to the school's policy and procedures with regards to peer on peer abuse, as explained in the school's Safeguarding Children and Child Protection Policy. If in doubt at any time, they are advised to consult with the DSL, the Head Master or the Headmaster of the Prep School.

Support for victims of bullying

Boys who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff
- Reassurance
- Offering continuing support
- Restoring self-esteem and confidence

Boys who have bullied will be helped by:

- Discussing what happened
- Discovering why they became involved
- Establishing the wrong doing and need to change
- Informing parents/guardians to help change the attitude of the pupil

Support for the person being bullied – advice for staff

- Members of staff should contact the relevant Housemaster(s) and the Vice Master in all cases
- Offer the child emotional support; reassure them that they have done the right thing in telling;
- Advise the child not to retaliate or reply. Instead, keep the evidence and take it to their parent or a member of staff
- In cases of cyberbullying, advise the person to consider what information they have in the public domain; unless the victim sees it as a punishment, they may be advised to change e.g. mobile phone number, twitter account, etc. If hurtful or embarrassing content is being distributed, try to get it removed from the web. If the person who posted it is known, ask them to remove it. Alternatively, contact the host provider and make a report to get the content taken down;
- In some cases, the person being bullied may be able to block the person bullying from their sites and services.

Cyberbullying

The school recognises that technology plays an important and positive role in everyone's lives, both educationally and socially. It is committed to helping all members of the school

community to understand both the benefits and the risks, and to equip children with the knowledge and skills to be able to use technology safely and responsibly.

Cyberbullying can involve Social Networking sites, like Twitter, Snapchat, Facebook and Instagram, emails and mobile phones used for SMS messages and as cameras. In addition:

- It can be used to carry out all the different types of bullying; an extension of face-to-face bullying
- It can also go further in that it can invade home/personal space and can involve a greater number of people
- It can take place across age groups and school staff and other adults can be targeted
- It can draw bystanders into being accessories if they become aware but do not come forward about it
- It may include threats and intimidation; harassment or 'cyberstalking'; vilification/defamation; exclusion or peer rejection; impersonation; unauthorised publication of private information or images ('happy-slapping'); and manipulation
- It can be an illegal act

Preventing Cyberbullying: Policies and Procedures

- Ensure regular review and update of existing policies
- Provide opportunities for policies to be addressed and for children to be involved in the process of updating and improving them
- Keep good records of all cyberbullying incidents
- Keep Acceptable Use Policies (AUP) under review as technologies develop
- Publicise rules and sanctions effectively
- Use of filtering, firewall, anti-spyware software, anti-virus software and secure connections to safeguard the boys.

Promoting the Positive use of Technology

The school will:

- Make positive use of technology across the curriculum
- Use training opportunities to help staff develop their practice creatively and support boys in safe and responsible use
- Ensure all staff and children understand the importance of password security and the need to log out of accounts.

Responding to Cyberbullying

Most cases of cyberbullying will be dealt with according to the general procedures for bullying as outlined above. However, some features of cyberbullying differ from other forms of bullying and may prompt a particular response. The key differences are:

- impact: the scale and scope of cyberbullying can be greater than other forms of bullying;
- targets and perpetrators: the people involved may have a different profile to traditional bullies and their targets;
- location: the 24/7 and anywhere nature of cyberbullying;
- anonymity: the person being bullied will not always know who is bullying them;
- motivation: some boys may not be aware that what they are doing is bullying;
- evidence: unlike other forms of bullying, the target of the bullying will have evidence of its occurrence;
- it is possible that a member of staff may be a victim and these responses apply to them too.
- Any allegations against staff should be handled as other allegations following guidance in Safeguarding Children and Safer Recruitment in Education
- Confiscate mobile phone if appropriate.²

Working with the bully and applying sanctions

The aim of the sanctions will be:

- to help the person harmed to feel safe again and be assured that the bullying will stop
- to hold the perpetrator to account, getting them to recognise the harm caused and deter them from repeating the behaviour
- to demonstrate to the school community that cyberbullying is unacceptable and that the school has effective ways of dealing with it, so deterring others from behaving similarly
- Sanctions for any breaches of AUPs or internet/mobile phone agreements will be applied
- In applying sanctions, consideration must be given to type and impact of bullying and the possibility that it was unintentional or was in retaliation
- The outcome must include helping the bully to recognise the consequence of their actions and providing support to enable the attitude and behaviour of the bully to change

A key part of the sanction may well involve ensuring that the pupil deletes files.

Legal duties and powers

- The school has a duty to protect all its members and provide a safe, healthy environment
- School staff may request a pupil to reveal a message or other phone content and may confiscate a phone
- If they consider that a mobile phone may contain evidence of bullying or a crime or the potential of a crime they may investigate the specific contents relating to that act

² Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. See DfE guidance on '[Searching, Screening and Confiscation](#)' (2018).

- Some cyberbullying activities could be criminal offences under a range of different laws including Criminal Justice and Courts Act 2015 (“Revenge Porn”).

How the school deals with sexting

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending ‘nude pics’, ‘rude pics’ or ‘nude selfies’. Pressuring someone into sending a nude pic can happen in any relationship and to anyone, whatever their age, gender or sexual preference.

The school will refer to guidance by the UK Council for Child Safety ‘[Sexting in schools and colleges: responding to incidents and safeguarding young people](#)’ in dealing with all cases where it becomes aware of a sexting indecent. Staff who become aware of sexting or youth-produced sexual imagery should be aware of [Searching, Screening and Confiscation Advice](#) (January 2018) and [UKCCIS sexting advice](#) (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.

If a member of staff becomes aware of a sexting incident they should act in line with the school’s Safeguarding Children and Child Protection policy and inform the DSL immediately. The DSL should hold an initial review meeting with appropriate school staff. There should be subsequent interviews with the young people involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm. At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children’s social care and/or the police immediately. The school includes educating children about the dangers of sexting in its bullying prevention strategy outlined above.

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