

Anti-Bullying Policy

This policy applies to all students attending the Stephen Perse Foundation (the **Foundation**) including in the EYFS and those who board.

Guiding Principles

The Foundation is committed to providing a caring, friendly and safe environment for all our students so that they are able to learn and board in a secure and relaxed atmosphere in which success is celebrated. By creating an ethos of positive behaviour and mutual respect and by inculcating an understanding of how our actions affect others, we aim to prevent bullying. The Anti-Bullying Policy is an integral part of achieving this aim.

The importance of the policy lies in raising awareness of unacceptable behaviour. In addition, in the event of an incident taking place, members of the Foundation can feel confident that there are procedures in place which will be implemented.

It is important that every member of the Foundation knows what the policy is and that it will be enforced consistently. A copy is available on our website.

Parents/guardians have an important role in supporting the Foundation in maintaining high standards of behaviour. It is essential that the Foundation and homes have consistent expectations of behaviour and that they co-operate closely together.

Students who have engaged in bullying behaviour will be subject to appropriate disciplinary sanctions and will also be supported in learning different ways of behaving.

Objectives

- All governors, teachers, support staff, students and parents/guardians should have an understanding of what bullying is, and that it is unacceptable.
- All governors, teachers, support staff, students and parents/guardians should know what the Foundation policy is on bullying and what they should do if bullying arises.

The Foundation is committed to actively promoting and safeguarding the welfare of students at the Foundation. This policy aims to produce a consistent Foundation response to any bullying incidents that may occur and to comply with the Foundation's duties under the Equality Act 2010.

What is bullying?

Bullying is a persistent, wilful, conscious desire to hurt, threaten or frighten someone by a group or individual. It can be physical, verbal or emotional in nature and is serious because of its potential to cause psychological damage. It is repeated behaviour, both on and outside the Foundation premises and/or online, and may take the form of:

- Physical bullying such as assault or restraint, extortion or threats, hiding, damaging or stealing the victim's property.
- Psychological bullying, and so-called prejudice-based bullying, such as name-calling, teasing, taunting and constant criticising, unpleasant emails, or material placed on websites or social media forums, racist, religious, cultural, sexual/sexist and/or homophobic comments, rude gestures or a deliberately intimidating look or stare, generating fear in the target of the bullying in order to dominate the person, isolating the victim often by ignoring the person and taunts concerning special educational needs and/or disability.
- Cyberbullying: a calculated, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend themselves. This may occur through social websites, mobile phones, unwanted text messaging, e-mails, sexting, hurtful comments or passing on of photographs in internet chat rooms.
- 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, including low-level disruptive behaviour and the use of offensive language. 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 it is "just for fun". Sanctions of any kind against a student are the responsibility of staff (on occasion in conjunction with parents), and not of other students.
- 'Initiation' ceremonies intended to cause pain, humiliation or anxiety in the boarding house.

As stated in the Keeping Children Safe in Education (KCSIE) update of September 2019, bullying which results in physical or emotional harm is considered to be a safeguarding issue under the term "peer on peer abuse" and must be recorded and treated as such. Such behaviour may include initiation rituals or any form of sexual harassment. See the Foundation's Safeguarding and Child Protection Policy for our approach to peer on peer abuse. Concerns about a student's welfare because they are the perpetrator or victim of bullying behaviour must be reported in accordance with the Safeguarding and Child Protection Policy and appropriate action taken, taking into account the Local Safeguarding Children's Partnerships Boards' threshold documents.

Definitions of bullying

Definitions of bullying vary, but there are three essential elements that are always present:

- An unequal power relationship between the bully and victim.
- The deliberate use of aggression or unkindness.
- The causing of physical pain and/or emotional distress repeated over a period of time.

Who is the object of the bullying?

- Any student is at risk, but there are certain indicators:
 - Lacking close friends at school
 - Being shy

- Coming from an over-protective family environment
- Being from a different racial, religious or cultural group
- Being homosexual, bisexual or transgender
- Having special educational needs and/or disability
- Being different in some obvious respect from the majority
- Being an adopted child
- Being a 'provocative victim' (a child who behaves inappropriately with others, barging in on their games or being a nuisance)
- Being the obviously sensitive child
- Being the student who has caring responsibilities

None of these factors can excuse bullying.

Prevention of bullying

It is important that we aim to create an atmosphere in the Foundation where a student who is being bullied, or others who know about it, feel that they will be listened to and believed, and that action will be swift but sensitive to their concern. The Codes of Conduct place strong emphasis on the prevention of bullying. It encourages students to speak up if anything is wrong. Not telling protects the bully or bullies and gives the message that they can continue, perhaps bullying others too. We encourage students to approach any member of staff with whom they feel comfortable if they become aware of, or are affected by, any form of bullying, including cyberbullying and bullying outside school. Our systems of record keeping (SIMS and MyConcern) allow us to track trends and patterns in bullying, and thus enable us to target preventative and support measures accurately and effectively. This includes both the victims and the perpetrators.

Staff training, including as part of induction, is provided to raise awareness of bullying, to ensure that the principles of the Foundation's policy are understood and that legal responsibilities are known, including the Foundation's responsibility to contact the police when a crime has been committed. All staff must be familiar with the content of the Anti-Bullying Policy and aware of their responsibilities under it. Both staff and students are made aware that certain groups, including those with SEND, are more at risk of being bullied. Staff are helped to develop appropriate strategies for preventing and resolving problems and are encouraged to seek guidance from other specialist organisations where required.

Cyberbullying

By law, staff who have been authorised by the Principal to do so, may search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Parental consent is not required. Staff authorised to do so would be determined by the Principal on a case by case basis but would typically be the Head of School, or the Designated Safeguarding Lead in liaison with the Director of IT.

Where members of staff have seized devices which are prohibited by the Foundation rules and they have reasonable grounds to suspect there is material, including pornographic material, on the device which relates to an offence, they must give the device to the police as soon as reasonably practicable. The material in question should not be deleted before doing so.

If staff members find material which, although inappropriate, they do not suspect is related to an offence, they can decide whether to delete or retain the material as evidence of a breach of school discipline. Please see the Foundation's Behaviour and Discipline Policy for further information.

For more information on how to respond to cyberbullying and separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices), please refer to the "Further resources" section at Annex 5 of this policy.

Cyberbullying - preventative measures

For the prevention of cyberbullying, in addition to the school-specific measures described below, the Foundation:

- Expects all students to adhere to its Online Safety Policy and the relevant Technology Acceptable Use Policy. Certain sites are blocked by our filtering system and our IT Department monitors students' use;
- May impose disciplinary sanctions for the misuse or attempted misuse of the internet;
- Issues all students with their own personal Foundation email address;
- Offers guidance on the safe use of social networking sites and cyberbullying in PSHE lessons and assemblies which covers blocking, removing contacts from "friend" lists and sharing personal data;
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe;
- Does not allow, other than in the Sixth Form, the use of mobile phones in classrooms, public areas of the school, or where they may cause annoyance to others; and
- Does not allow the use of cameras/mobile phone cameras in toilets, washing and changing areas, or any areas in an Early Years Foundation Stage (EYFS) setting.

Bullying outside Foundation premises

The Foundation has the right, and duty, to investigate incidents of bullying involving our students which take place outside school hours, on school visits and trips, or that otherwise occur outside of school and boarding. Working with parents/guardians, the Foundation will, where appropriate, discipline students for bullying behaviour outside school premises and outside school hours.

Confidentiality

It is not possible to promise confidentiality. However, members of the Foundation can be assured that staff will deal with all cases sensitively and that information disclosed will only be released to those who need to know. It will not become public knowledge.

Bullying of staff

It is recognised that bullying behaviour of students may also be directed towards staff, which will be dealt with in accordance with the Foundation's Behaviour and Discipline Policy.

Bullying by staff

If there is a concern about a member of staff being involved in bullying a student, the Head of the relevant school should be informed. If the matter relates to the Head of School or Vice Principal, the matter should be referred to the Principal.

Anti-bullying procedures

The procedure each school will follow in the event of bullying are set out in the Annexes below.

Provisions for students who have been severely impacted by bullying

In some circumstances the consequences of bullying may lead to a student experiencing pronounced social, emotional or mental health difficulties, which potentially may impact on their ability to learn. In such cases, the student's Pastoral Leader (or the Form Tutor at CCSS), in conjunction with the relevant Head or Deputy Head of the relevant school, as appropriate, will conduct a risk assessment in accordance with the Foundation's Risk Assessment for Student Welfare Policy and then meet with the student's parents to discuss and agree a strategy to address these difficulties. The specific requirements will depend on the individual circumstances and the level of need but consideration will be given to all relevant aspects of the student's needs including, by way of example, the use of a separate on-site room to provide respite for bullied students and consideration as to whether the student would benefit from receiving additional support.

The Foundation 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 Foundation will consider extra pastoral support for students with special educational needs and disabilities, as required.

Complaints Procedure

Parents and students are encouraged to use our Complaints Policy and Procedures (which is published on our website) if they feel that any concerns about bullying are not being addressed properly.

Government Guidelines

This policy has regard to the DfE Guidance on the prevention of bullying contained in [Preventing and Tackling Bullying](#) (July 2017) and [Behaviour and Discipline in Schools](#) (January 2016).

Please refer to our:

Behaviour and Discipline Policy
Complaints Policy and Procedures
Disability Policy
Equal Opportunities for Pupils Policy
Online Safety Policy
Physical Intervention (Positive Handling) Policy
Risk Assessment Policy for Student Welfare
School Specific Codes of Conduct and School Rules
Safeguarding and Child Protection Policy
Special Educational Needs and Disabilities Policy

Technology Acceptable Use Policy - 3-11
Technology Acceptable Use Policy - Senior School
Technology Acceptable Use Policy - The Sixth Form

Reviewed: December 2019

Version Control

Date of adoption of this policy	3 January 2020
Date of last review of this policy	23 December 2019
Date for next review of this policy	Autumn Term 2020
Policy owner	Head of Dame Bradbury's
Authorised by	Governing Body

ANNEX 1
EARLY YEARS FOUNDATION STAGE AND YEARS 1 AND 2 PROCEDURE

In order to identify bullying a 'no blame' approach will be adopted as far as possible.

STAGE 1

- The Code of Conduct encourages children to tell an adult about any incident of unkind behaviour, which either they or someone known to them has experienced. Systems are in place to support children in sharing their feelings in different, age-appropriate ways.
- Staff are alert to the possibility and monitor for signs of bullying. Staff are always on duty at times when children are not in class and patrol the school site, particularly areas where bullying might occur. They are trained to be alert to inappropriate language or behaviour.
- Bullying behaviour will be investigated promptly and dealt with consistently, fairly and proportionately.
- The member of staff may help the child feeling bullied talk to the child(ren) causing him/her distress; the person(s) concerned may not realise that the behaviour is hurtful and immediately desist. This may be sufficient to put an end to the problem.
- Alternatively, an informal meeting will be arranged to enable a member of staff to talk to all the children involved with reconciliation being the aim.
- Support is provided for both parties and the expectation is that an apology will be made.
- The Class Teacher, if s/he is not already aware, will be informed. The aim is to educate the bully about the damaging effects of their behaviour. Most incidents can be satisfactorily resolved at this stage and the matter closed. An informal record is kept on the child's file and a record of the incident and any reference to bullying will be logged in SIMS and MyConcern. This enables us to evaluate the effectiveness of the approach adopted or to identify patterns and trends in bullying. This record includes incidents of cyberbullying.

STAGE 2

- For more serious or persistent offences, all children involved will be interviewed separately in an age-appropriate way. Observations from the interview will be recorded in SIMS and MyConcern and the parents of both parties informed.
- The level of disciplinary sanction implemented will depend on the nature of the incident, but in all cases a resolution should be found which is fair, proportionate and consistent, and which takes account of any special educational needs which the children may have and/or any other special circumstances, in line with the Foundation's Behaviour and Discipline Policy.
- The victim will be interviewed again at a later stage by a member of the pastoral team, separately from the bully. The victim will be offered support to develop a strategy to help him or herself. It will be made clear to him/her why revenge or retaliation is inappropriate.
- The bully will be interviewed again at a later stage by a member of the pastoral team, separately from the victim, and it will be made clear why their behaviour was inappropriate and caused distress. The bully will be offered guidance and support on modifying his or her behaviour.
- The parents will be kept informed and will be asked to come into school to discuss the management of the issue.
- The Head of School, and the relevant Vice Principal as appropriate, will be informed and, depending on their advice, the child(ren) and parents involved will be notified that further incidents may lead

to escalation of the behaviour policy and ultimately to suspension.

- All incidents will be closely monitored by the Head of Early Years or Deputy Head and the Class Teacher to ensure that there is no recurrence.

STAGE 3

Further incidents involving the same child will lead to Governor involvement and a disciplinary meeting with the Head of Early Years or Head of School, the Principal and the parents. The pupil(s) concerned may be suspended from school. In extreme cases, a pupil may be excluded. Suspension may be internal or external and the decision as to which resides with the Vice Principal who will consult with the Principal for external suspension. External suspension is at the discretion of the Principal in consultation with the Chair or Deputy Chair of the Governors. Parents will always be notified before a suspended pupil is sent home or placed under internal suspension. No suspension shall last longer than five days.

(Please refer to the Foundation Behaviour and Discipline Policy for details of procedures for suspension and exclusion).

How the Anti-Bullying Policy is supported in the curriculum:

- Issues such as bullying, friendships and related topics are raised in our PSHEE lessons which are structured to give children an awareness of their social and moral responsibilities as they progress through the Foundation. We ensure that the language used is age-appropriate and familiar to the children. The programme is structured to reinforce messages about community involvement and taking care of each other. Issues are also addressed in assembly themes and our Learning Habits, such as tolerance and collaboration.
- The issue of cyberbullying is dealt with regularly in PSHEE sessions and assemblies and frequent, visual reminders through e-safety posters displayed throughout the school.
- Advice on what a child should do if they are being bullied or knows about bullying can be provided by the Class Teacher or by any other member of staff.
- The age-appropriate Code of Conduct and school rules are displayed in every classroom.

ANNEX 2
ROSEDALE HOUSE AND DAME BRADBURY'S FOR YEARS 3-6 PROCEDURE

In order to identify bullying a 'no blame' approach will be adopted as far as possible. In discussions with staff, the pupils involved have the right to be accompanied by an impartial friend.

STAGE 1

- The Code of Conduct requires pupils to report any incident of bullying, which either they or someone known to them has experienced, to a member of staff.
- Staff are alert to the possibility, and monitor for signs of bullying. Staff are always on duty at times when pupils are not in class and patrol the school site, particularly areas where bullying might occur. They are trained to be alert to inappropriate language or behaviour.
- Bullying behaviour will be investigated promptly and dealt with consistently, fairly and proportionately.
- The member of staff may advise the pupil feeling bullied to talk to the pupil(s) causing the distress; the person(s) concerned may not realise that the behaviour is hurtful and immediately desist. This is often sufficient to put an end to the problem.
- Alternatively, an informal meeting will be arranged to enable a member of staff to talk to all the pupils involved with reconciliation being the aim.
- Support is provided for both parties and the expectation is that an apology will be made.
- At Rosedale House the Class Teacher, if s/he is not already aware, the Year Head, the Deputy and the Head of School will be informed. At Dame Bradbury's this would be the Form Teacher, the Deputy Head and the Head of School. The Vice Principal, the Principal and the parents should be informed as appropriate.

The aim is to educate the bully about the damaging effects of their behaviour. Most incidents can be satisfactorily resolved at this stage and the matter is closed. A record of the incident will be made in SIMS and on MyConcern, as appropriate. This enables us to evaluate the effectiveness of the approach adopted or to identify patterns and trends in bullying. This includes instances of cyberbullying.

STAGE 2

- For more serious or persistent offences, both parties will be interviewed separately and minutes of these meetings will be taken.
- The level of disciplinary sanction implemented will depend on the nature of the incident, but in all cases a resolution should be found which is proportionate and consistent, and which takes into account any special educational needs which the pupils may have and/or any other special circumstances, in line with the Foundation's Behaviour and Discipline Policy.
- The parents will be kept informed and may be asked to come into school to discuss the management of the issue.
- The victim may be interviewed again at a later stage by a member of the pastoral team, separately from the bully. They will be offered support to develop a strategy to help him or herself. It will be made clear to them why revenge or retaliation is inappropriate.
- The bully will be interviewed again at a later stage by a member of the pastoral team, separately from the victim, and it will be made clear why their behaviour was inappropriate and caused distress. They will be offered education, guidance and support on modifying his or her behaviour.

- The Principal will be informed and, depending on their advice, the pupil(s) and parents involved will be notified that further incidents may lead to suspension, in accordance with the Foundation Behaviour and Discipline Policy.
- All incidents will be closely monitored by the Year Head at Rosedale House (or Deputy Head at Dame Bradbury's) to ensure that there is no recurrence.

STAGE 3

Further incidents involving the same pupil will lead to Governor involvement and a disciplinary meeting with the relevant Head of School at Rosedale House or Dame Bradbury's, the Principal or Vice Principal and the parents. The pupil(s) concerned may be suspended from school. In cases of severe and persistent bullying, a pupil may be excluded. Suspension may be internal or external and the decision as to which resides with the Vice Principal who will consult with the Principal for external suspension. External suspension is at the discretion of the Principal in consultation with the Chair or Deputy Chair of the Governors. Parents will always be notified before a suspended pupil is sent home or placed under internal suspension. No suspension shall last longer than five days.

(Please refer to the Foundation Behaviour and Discipline Policy for details of procedures for suspension and exclusion.)

How the Anti-Bullying Policy is supported in the curriculum

- Issues such as bullying, friendships and discriminatory language are addressed in our PSHEE programme.
- Issues such as prejudice are addressed directly in the curriculum, eg. English, History, RS, PSHEE and cross-curricular events, helping pupils to develop social skills and teaching moral and spiritual values that show bullying to be unacceptable.
- Issues are addressed in assembly themes, such as mutual respect, tolerance, diversity and so on. These assemblies are sometimes led by pupils.
- The issue of cyberbullying is addressed through the teaching of PSHEE and IT/Digital Learning, and frequently reinforced to both pupils and parents/carers.
- School Council discusses and reviews the Rosedale House and Dame Bradbury's Codes of Conduct with its strong emphasis on preventing bullying and the need for respect.
- The relevant Code of Conduct, containing advice on what a pupil should do if he/she is being bullied or knows of bullying, is displayed in every classroom.
- Parents are made aware of how they can support our efforts to prevent and tackle bullying, e.g. through parent information meetings.

ANNEX 3

PROCEDURE FOR 11-18+

In order to identify bullying, a 'no blame' approach will be adopted as far as possible. In discussions with staff, the students involved have the right to be accompanied by an impartial friend.

STAGE 1

- If they are able, the victim should talk to the person causing him/her distress; the bully may not realise that their behaviour is hurtful. This is often sufficient to put an end to the problem.
- Alternatively, each Code of Conduct requires students to tell someone if they are being bullied or if they know of someone who is. An informal meeting will be arranged with the Pastoral Leader (or Form Tutor for students of CCSS) who will talk to the students involved. This meeting may be taken by a member of staff of the student's choosing, in which case they would inform the Pastoral Leader (or Form Tutor for students of CCSS) of the outcome. The Principal, the relevant Head of School, Tutors and parents should be informed as appropriate.

The aim is to educate the bully about the damaging effects of their behaviour. Most incidents can be satisfactorily resolved at this stage and the matter is closed. A record of the incident will be made in SIMS, the relevant incident log and MyConcern, as appropriate. This enables us to evaluate the effectiveness of the approach adopted or to identify patterns and trends in bullying. The log records incidents pertaining to cyberbullying for the same reasons, under a separate category.

STAGE 2

- For more serious or persistent offences, both the bully and the victim will be interviewed separately and a written statement will be made of what is said. The level of disciplinary sanction implemented would depend on the nature of the incident, but in all cases a resolution would be found which is proportionate and consistent and which takes into account any special educational needs which the students may have and/or any other special circumstances, in line with the Foundation's Behaviour and Discipline Policy.
- The statement should be signed by the students and held by the relevant Head of School. The Principal and parents will be informed and the bully warned that further incidents may lead to suspension, in accordance with the Foundation Behaviour and Discipline Policy.
- The victim will be interviewed again at a later stage by a member of the pastoral team, separately from the bully. The student will be offered support to develop a strategy to help him or herself. It will be made clear to them why revenge or retaliation is inappropriate.
- The bully will be interviewed again at a later stage by a member of the pastoral team, separately from the victim, and it will be made clear why their behaviour was inappropriate and caused distress. The student will be offered education, guidance and support on modifying their behaviour.

STAGE 3

Further incidents involving the same student would lead to Governor involvement and a disciplinary meeting with the Principal and parents and probable suspension from school. In cases of severe and persistent bullying, a student may be excluded. Suspension may be internal or external and the decision as to which resides with the Vice Principal in consultation with the Principal for external suspension. External suspension is at the discretion of the Principal in consultation with the Chair or Deputy Chair of

the Governors. Parents will always be notified before a suspended student is sent home or placed under internal suspension. No suspension shall last longer than five days.

(Please refer to the Foundation Behaviour and Discipline Policy for details of procedures for suspension and exclusion).

How the Anti-Bullying Policy is supported in the Senior School:

- Issues such as bullying, friendships and discriminatory language are addressed in our PSHEE programme.
- Issues such as prejudice are addressed directly in the curriculum e.g. Critical Thinking, History, English, Citizenship and cross-curricular events.
- Issues are addressed in assembly themes e.g. mutual respect, tolerance. These assemblies are often led by students.
- The issue of cyberbullying is dealt with both in PSHEE and in IT lessons, and via special events, normally during 'Safer Internet Week'.
- Student Forum regularly discusses and reviews the Code of Conduct with its strong emphasis on preventing bullying and the need for respect.
- The Code of Conduct, containing advice on what a student should do if they are being bullied or knows of bullying, is displayed in every form room.
- Parents are made aware of how they can support our efforts to prevent and tackle bullying, e.g. through information evenings on cyberbullying and internet safety.
- Parents and students can access appropriate advice and information through relevant links such as <http://www.saferinternet.org.uk/>.

How the Anti-Bullying Policy is supported in the Sixth Form:

- Tutors encourage students to talk openly about any concerns in collective tutor meetings or during individual review meetings.
- The issue of cyberbullying is a part of the introduction to our IT facilities given in induction.
- Issues may be addressed in assembly themes and at lunchtime talks from visiting speakers e.g. tolerance and understanding of different views, cultures and world events.
- Theory of Knowledge curriculum engages directly with the theme of understanding of different cultures, interpretation and general use of language to convey ideas etc.
- Charities work allows students to engage with matters relating to a range of themes such as homelessness and other inequalities which enhances the awareness and understanding of people with different backgrounds.
- The Code of Conduct is displayed in core entrance areas and the library.

ANNEX 5
FURTHER RESOURCES

- [Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies \(DfE, 2014, updated 2018\)](#)
- [Anti-Bullying Alliance](#)
- [Childline](#)
- [Thinkuknow](#)
- [Kidpower](#)
- [Kidscape](#)
- [Childnet International](#)