

Statement of Intent

The purpose of this policy is to give a clear statement to pupils, staff and parents about the School's attitudes to bullying, about the actions which will be taken to prevent bullying and the School's response if it should occur.

The School is committed to providing a caring, friendly, safe and secure environment for all pupils so they can learn in a relaxed and secure atmosphere, can talk about their worries, and feel confident that an adult will always listen and offer help. The School regards the right of every child to enjoy all aspects of their education here, without interference from other pupils, as being of paramount importance. All pupils are expected to care for and support each other.

The School prides itself on its respect and mutual tolerance and it is our wish for every pupil to develop their potential. The School is a diverse community, with pupils from a variety of cultural, religious and ethnic backgrounds. Parents/guardians have an important role in supporting the School in maintaining high standards of behaviour. It is essential that school and homes have consistent expectations of behaviour and that they cooperate closely together. All pupils, parents and members of the School's community agree to adhere to these principles.

All forms of bullying are deemed completely unacceptable and will be dealt with in accordance with this policy. All allegations of bullying will therefore be investigated. This policy also covers bullying which takes place outside of School and/or outside School hours which could have repercussions for the orderly running of the School, poses a threat to another pupil or member of the public or could adversely affect the School's reputation.

When bullying happens we will work as a community, in accordance with the policy set out, to help both the people who are harmed and the perpetrators. We will ensure the safety of the victim and do our best to support improved behaviour from the perpetrator.

The School approaches the issue of bullying through education, the pastoral system and disciplinary action.

This policy can be made available in larger print or more accessible format if required. This policy applies to the whole school including the early years' provision.

The School recognises that bullying may be motivated by prejudice against those pupils who are adopted or who have caring responsibilities.

The School also recognises that bullying can cause psychological damage, and even suicide.

It can involve manipulating a third party to tease or torment someone, or actions that fall short of direct participation, where someone encourages others to bully, or joins in with laughing at a victim.

Harassment, threatening behaviour and damage to another's property may also be a criminal offence (and a civil wrong) which has repercussions outside of school. Malicious electronic communications (such as a text or email) which intends to cause distress or conveys an indecent message is also an offence. The School will inform external agencies such as the police and social services as appropriate (please see further detail below).

Policy Aims

- To clarify that bullying is always unacceptable
- To encourage an environment where independence is celebrated and individuals can flourish
- To help ensure that every pupil has a safe and happy experience at school
- To take positive action to prevent bullying from occurring through a clear school policy on personal and social development
- To show commitment to overcoming bullying by practising zero tolerance

- To take immediate action whenever bullying is reported or suspected
- To deal with bullying incidents in a consistent and fair manner
- To provide caring professional support for both victim and alleged/perpetrator
- To comply with the School's obligations under the Equality Act 2010
- To encourage respect for, and foster positive relations with, those who are disabled and those of different religious and cultural traditions and ethnic groups (both in and outside the School)
- To eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited under the Equality Act 2010.

Policy Objectives

- For all members of the School community to understand what bullying is and the School's approach to tackling bullying behaviour
- For all pupils and parents to be aware of the School's expectations regarding pupil behaviour
- For all staff to be aware of their role in managing bullying incidents
- For all staff (and prefects/senior pupils at the Senior School) to receive INSET training on bullying and the School's policy, which includes training on online safety.

Definitions of Bullying

Bullying is defined as any behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. It can take the form of peer on peer abuse and is often insidious. It is not acceptable defence to justify bullying behaviour that causes harm and distress as actions intended as a joke or 'banter' or as 'a part of growing up'.

The Anti-Bullying Alliance defines bullying as: *'The intentional hurting of one person by another where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim.'*

By way of examples, bullying can include:

Physical	pushing, kicking, hitting, pinching, or any threat or use of violence
Verbal	name-calling, sarcasm, spreading rumours, teasing
Emotional	excluding, being unfriendly, taunts, graffiti, tormenting, interfering with others possessions, hiding books, threatening gestures
Sexual	unwanted physical contact or abusive comments
Homophobic	focusing on the issue of sexuality, use of terms such as 'gay' etc.
Racial	racial taunts, graffiti, gesture
Disability	focusing on the issue of disabilities including SEN; unwanted abusive comments
Cyber	threatening, abusive e-mails or mobile text messaging; posting embarrassing information/comments/photographs on social websites - Facebook, Bebo, MySpace, Snapchat, TikTok, Tumblr, WhatsApp, Instagram, Messenger, WeChat & via YouTube, MSN, Skype, Twitter, gaming sites, virtual worlds etc.
Religious	focusing on religious beliefs; unwanted abusive comments, name-calling, teasing etc.
Cultural	focusing on cultural beliefs; unwanted abusive comments, name-calling, teasing etc.

Signs and Symptoms

A child may show signs or behaviour that they are being bullied. Adults should be aware of the following possible signs and that they should take action in accordance with this policy if a child:

- is frightened of walking to or from school
- is unwilling to go to school (school phobic)
- becomes withdrawn, anxious, tearful, lacking in confidence, starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning

- begins to do poorly in school work
- becomes withdrawn from group/social activities
- is isolated in class, prep, social groups
- comes home with clothes torn or books damaged
- has possessions go 'missing' and money 'lost'
- asks for money or starts stealing money (to pay perpetrator)
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings by passing comments/obvious silence
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and investigated.

Cyber-bullying

Bullying can also occur online or technology may be used to facilitate online abuse. Cyber-bullying can be defined as *'the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else'*. Electronic devices have provided ideal methods for bullying with an upsurge in cyber-bullying via email, text messaging, the creation of humiliating websites and abuse via social websites. Cyber-bullying can be an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself.

Cyber-bullying can take different forms: threats and intimidation; harassment or "cyber stalking" (e.g. repeatedly sending unwanted texts or instant messages); vilification / defamation; exclusion or peer rejection; impersonation; unauthorised publication of private information or images (including what are sometimes misleadingly referred to as 'happy slapping' images); setting up website pages and inviting others to post derogatory comments and circulating them via mobile phones; sending, insulting and vicious text messages or messages of a sexual nature (so called 'sexting'); posting fake and/or obscene photographs of the victim on a social networking site and manipulation. Unpleasant messages or images may also be sent outside school time.

The School expects parents to play the main role in dealing with any out of school incidents. However, the School may take such disciplinary action that is reasonable in dealing with cyber-bullying which takes place outside of school with a view to regulating conduct or where the welfare of other pupils or the culture or reputation of the School is at risk.

Although cyber-bullying is not a specific criminal offence, there are criminal laws that can apply in terms of harassment and threatening communications. For example, although bullying in itself is not a specific criminal offence in the UK, some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997 or the Malicious Communications Act 1988. Where the School considers that an offence may have been committed, the police will be informed. Any bullying behaviour which could be criminal or pose a threat to a member of the public (even if it takes place outside school but which is reported to the School) will also be reported to the police.

Some cyber-bullying is clearly deliberate, but some incidents of cyber-bullying can be unintentional and the result of simply not thinking about the consequences. What may be sent as a joke may not be received as one, and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver. There is also less opportunity for either party to resolve any misunderstanding or to feel empathy.

In cyber-bullying, bystanders can easily become perpetrators – by passing on or showing to others images designed to humiliate, for example, or by taking part in online polls or discussion groups. They may not recognise themselves as participating in bullying, but their involvement compounds the misery for the person targeted.

It is important therefore that pupils are aware that their actions can have severe and distressing consequences and that participating in such activity will not be tolerated.

All pupils are required to sign the School's Acceptable Use Policy which lays out their responsibility for making safe and appropriate use of the School's computer systems. Breaches of this agreement may result in pupils being temporarily banned from using the internet and the network.

There is also an Acceptable Use Policy signed by all staff. For staff and visitors the permissions and restrictions on the use of technology are outlined in the School's Safeguarding policy and also in the Staff Code of Safe Practice policy. Both documents are referred to regularly at INSET and staff are provided with regular updates in staff briefings.

The School will actively manage school hardware, software and connectivity to monitor use of school ICT systems and reserves the right to monitor pupils' use of the internet on a routine basis and to examine all electronic devices where there is reason to suspect abuse or inappropriate use. In so doing it will have due regard to its obligations under applicable data protection laws.

The School may search for an electronic device and may examine and erase any data from the device if the School considers there to be good reason to do so. Parents will be informed of any search conducted and the School will keep records on CPOMS of all searches carried out including the results of the search and any follow up action taken.

The Director of ICT works in conjunction with the IT department to ensure that the school network filters and monitors how pupils use the school network. There are regular reports generated on pupil usage which are sent to nominated members of the Senior Leadership Team who review pupil behaviour. If they have any concerns (as per the School's Safeguarding Policy) they discuss them with the DSL. Pupils may also report concerns via the 'confide' button on all School PCs.

The School may manage a cyber-bullying incident in accordance with the School's Safeguarding Policy where it raises safeguarding concerns.

The School's IT manager and IT technicians maintain the integrity of the School's systems and liaises with the Director of ICT should problems arise.

The misuse of technology will be subject to the School's disciplinary regime and will be considered a serious offence. Pupils will be held personally responsible for all materials on a website and for all materials that appears on a website of which they are an account holder. The boundaries and therefore possible sanctions are covered later in this policy and in the School Behaviour policy.

The School reserves the right in serious cases to report the matter to external bodies and will do so under the guidance laid out in our Safeguarding policy.

The School recognises the need to build children's resilience in this area and makes this part of the School's Life Skills (PSHEE) and Digital Literacy programme and ICT lessons. All pupils are given clear guidance on the use of technology safely and positively, both in school and beyond including how to manage their personal data and how to report abuse and bullying online. House Staff and Tutors also help to build resilience in pupils to protect themselves and others online. Training is also provided for staff and for parents/carers on online safety.

Guidance on the safe use of the internet and prevention of cyber-bullying (within the Acceptable Use Policy and the ICT and E-Safety Policy and Handbook) is available to pupils, parents and staff. The School has a separate Bring Your Own Device policy (within the Staff Handbook).

The School manages personal data in line with statutory requirements and is aware of its duties under the Data Protection Act (2018), the principles of which will be applied when processing, collecting, disclosing, retaining or disposing of information relating to a pupil or a member of staff.

Raising Awareness: through Education

Wycliffe's Life Skills/PSHEE programme deals with the subject of bullying in lessons and tutorial time. Discussion includes experiences of bullying, reasons why it may occur, strategies for dealing with it and methods of support, both in and out of school. The ICT programme deals with cyber-bullying and on line safety. Subjects such as Drama, RS and English also explore aspects of bullying through dramatic and literary texts. We also use the National Anti-Bullying week in November to raise awareness of the negative consequences of bullying.

Opportunities such as House Chapels are used to discuss and present ideas about relationships and bullying issues. When appropriate, Senior Staff address the subject in Chapel or Assembly and on occasions, Housemasters/Housemistresses will discuss it formally in the Houses. In particular, Housemasters/Housemistresses will explain this policy to pupils when they first arrive at Wycliffe and with the whole House at the beginning of each year. The policy will also be explained to parents and be made available on the Parent Portal and they will be urged to contact the School promptly about any concerns.

Pupils will be regularly reminded of the sources of help and advice available to them both in and out of school, including the Chaplain, the school counselling service and telephone numbers of organizations such as Childline will be available to them.

Raising Awareness: through Training

Raising awareness of bullying will form part of induction/training for new school Prefects and Heads of Houses and will also be part of the training for the peer mentoring group in each House.

Training will be provided to staff as and when required to ensure that staff understand the School's Anti-Bullying Policy and procedures and the School's legal responsibilities in this regard. Such training will ensure that staff understand the action to be taken in relation to a bullying incident (including incidents which take place online) and the steps taken to resolve and prevent such problems arising and/or escalating. Staff will be informed about the various sources of available support, such as via the School Counsellor and local agency support networks and helplines. The School will consider what additional training may be needed to ensure that staff understand and are able to respond to the needs of vulnerable pupils, particularly those with special educational needs and/or disabilities and those pupils who are lesbian, gay, bisexual and transgender (LGBT). This will be in addition to the training given during new staff induction and information is available to parents through the School.

Prevention

Staff will build pupils' confidence and self-esteem by recognizing achievements and positive qualities of every pupil. They will adopt strategies to ensure that every pupil is properly involved in lessons and group activities. They will make a point of expressing disapproval when they hear unkind remarks; they will not allow pupils to exclude others from groups in class or at mealtimes and other formal occasions.

At times such as break, lunchtime and social activities or outings when there is naturally less formal supervision, staff will keep a careful eye on behaviour and relationships within groups. Staff in Houses will make a point of visiting dormitories/rooms regularly at bedtimes and also check them after lights-out times; they will spend time with younger pupils in the evenings and at weekends, encouraging them to behave co-operatively and monitor relationships. Housemasters/Housemistresses will routinely see pupils on a one-to-one basis so that there are regular opportunities for any concerns to be expressed.

All staff should be vigilant to possible signs of bullying. By being alert, staff may help to prevent friction caused by the normal changes in adolescent relationships from developing into more serious, long-term problems. Staff will be particularly alert to the needs of, and understand how to support, pupils with protected characteristics under the Equality Act 2010, including those with special educational needs and/or disabilities, and LGBT pupils.

All concerns should be raised with the appropriate member of staff in accordance with the procedures set out below. It is important that all staff report any concerns as soon as they arise, so that appropriate action can be taken if necessary. Early intervention is important as patterns of behaviour can become entrenched and more difficult to change if they are left unchallenged. Concerns may also be raised at weekly, 'Pupil Concern' Staff Meetings.

Senior pupils, especially School Prefects, Heads of House and House Prefects, are extremely influential in establishing the culture within the School and the House, and can often be aware of problems at an early stage. They will be encouraged to adopt the approaches outlined above.

Intervention

The aims of the School's procedures are:

- To stop the bullying happening again by encouraging both victim and perpetrator (and any colluders or bystanders) to think about their behaviour
- To consider ways of avoiding or resolving the difficulties or conflicts
- To understand the reasons behind the bullying behaviour.

'The Step-by-Step Guides to handling a Bullying Incident' for Senior School, Prep School or Lower Prep should be followed, as appropriate (*see Appendix one and two for each section of the School*).

In summary, if a member of staff suspects bullying or a pupil experiences bullying, either as a bystander or a victim, they are encouraged to report this as soon as possible. All concerns will be reported without delay to:

- the Housemaster/Housemistress, the Deputy Head Pastoral, the Senior Deputy Head and Head for concerns in the Senior School
- the Head of House, Director of Pastoral Care, the Deputy Head and Head for concerns in the Prep School and
- the Head of Lower Prep, Director of Pastoral Care, the Deputy Head and Head for concerns in the Lower Prep and early years' provision.

Where the initial concern is raised by a parent, the same procedures will apply. The member of staff contacted will keep parents updated with any action taken.

All concerns and complaints of bullying will be taken seriously. Staff, parents and pupils will be listened to, and any specific incidents noted on CPOMS.

Staff and the pupil concerned will be informed of any action to be taken. Pupils may often be reluctant to support further action for fear of making things worse, and staff will note any of these fears but the School has a duty to the community as a whole to take action on bullying and cannot stand by and allow it to continue once they are aware it is happening. They will make clear to the pupil concerned that the School cannot condone bullying, and they will be reassured that they will be supported through any continuing difficulties but confidentiality cannot be guaranteed.

Conflict resolution may be used for two or more parties to find a peaceful solution to a disagreement. Conflict is a normal, and even healthy, part of relationships. Since relationship conflicts are inevitable, learning to deal with them in a healthy way is crucial. When conflict is mismanaged, it can harm the relationship, but when handled in a respectful and positive way, conflict provides an opportunity for

growth, ultimately strengthening the bond between two people. By learning the skills required for successful conflict resolution, pupils can keep their personal and professional relationships strong and growing.

Pupils are educated to remain calm; listen to understand; accentuate the positive; state their case tactfully; attack the problem, not the person; avoid the 'blame game' and focus on the future since when conflict is resolved in a healthy way, it increases the pupils' understanding of one another, builds trust, and strengthens their relationship bonds. The use of compromise is a common solution to resolving disagreements in negotiation and mediation processes.

Investigation

An appropriate member of staff will investigate the situation carefully. Investigation may take a number of forms, depending, for example, on the apparent seriousness of the situation, the age of the pupil concerned, any SEN and/or disability or vulnerability the pupil may have and the level of distress involved. On some occasions, there may be clear evidence in the form of written notes, text or email messages etc., or Staff and senior pupils may have observed specific actions; on other occasions there may only be the complaints from the victim and possibly a series of counter-accusations from other pupils.

All of these will be gathered together as part of the investigation.

Investigation may include speaking with the pupils involved. The alleged perpetrator(s)/ 'bully' or 'bullies' will be talked to. If a group is involved, it may be useful, to ask them to write individual versions of events, which can be checked against each other; a meeting between the alleged perpetrator and the victim may be arranged, depending on the circumstances, where a member of staff encourages an exchange of views, while making it clear that bullying behaviour is unacceptable. Such a meeting would only be arranged with the agreement of both parties and care will be taken to ensure that support is given if necessary. Staff will consider carefully whether another member of staff should be present to take notes and whether individual pupils should be supported by a friend or trusted adult. This will be appropriate in most cases.

Where the bullying is of a sexual violence or sexual harassment nature, the Designated Safeguarding Lead will make an immediate risk and needs assessment which will consider the victim, the alleged perpetrator and the other children at the School. This risk assessment will be recorded and kept under review. The victim will be reassured that they are being taken seriously and they will be supported and kept safe. The DSL will consider the risk posed to all pupils and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises, boarding houses and school transport. Further information can be found in the Safeguarding policy.

Points to Remember when investigating bullying incidents

The interviewing member of staff should support the victim by:

- ensuring that the pupil feels that they are being listened to
- reassuring them that the bullying incidents are being taken seriously
- explaining the support available and how the incident will be managed

The interviewing member of staff should support the alleged perpetrator by:

- explaining the reasons for investigating
- reminding them that all incidents of bullying are taken seriously and are not acceptable
- keeping calm and non-judgmental and ensuring the pupil feels that they are being listened to
- explaining the support available and how the incident will be managed.

The purpose of the individual interviews (with the victim, alleged perpetrator, colluders and bystanders) is to find out how the pupil feels and who was involved. Staff should ensure that they have permission from the victim to let the alleged perpetrator know how they, as the victim, feel. This may require some

agreement as to how much information the victim is prepared to give the perpetrator at this stage. Staff should explore the situation with the alleged perpetrator (and any colluders and bystanders) from the perspective of the victim, explaining how the victim feels, and identify how the situation could have been avoided or resolved by other means.

Where appropriate, a meeting with all the pupils involved should be held. This should be used to listen to what the pupils have to say and to help all pupils acknowledge and understand the situation from each other's perspectives. Pupils should be encouraged to reflect on their behaviour to enable the pupils to discuss how they can resolve the present conflict and avoid a recurrence.

Records will be kept of all investigations on CPOMS and will record:

- Details of the incident
- The pupils interviewed and outcome of meetings
- Any action to be taken by any of the pupils involved
- The date when a review meeting will take place.

The Review Meeting

A review meeting will be held to discuss, with the pupils, how things have been going and any further concerns. The meeting will also help monitor the situation and review whether any further action is needed.

If there has been no further incident and no further action is needed following the review meeting, completion of the Bullying Incident Reports occurs. The Bullying Incident Reports are kept on CPOMS and are logged centrally by the Senior Deputy Head. Everyone directly concerned with the victim's welfare is made aware of what has happened and the action taken.

If there has been further provocation, parents will be informed to discuss the implementation of appropriate strategies to manage the incident and enable the situation to be resolved successfully. If a disciplinary sanction is likely, this will also be discussed with parents. Staff should ensure that a full record of concerns and the action taken to support the pupils has been kept on CPOMS and a copy of the record is available when meeting with parents.

Responses

The following steps indicate the range of options open to the School and are dependent on the severity and/or frequency of the incident(s). At the lowest level the aim will be to resolve the situation and re-establish reasonable relationships and acceptable behaviour as quickly as possible. Options to help resolve the bullying should also be considered, such as a change of House. However, all or any will be used at the discretion of the Senior Deputy Head and the Head.

Informal Discipline

Sometimes it is important to talk with, and to listen to, pupils and take time in fact-finding and reaching a resolution. Informal sanctions may be considered more appropriate rather than implementing a more formal disciplinary sanction.

Informal discipline may include:

- A verbal or written apology
- Confiscation of mobile phones or laptops (or other electronic devices) and restrictions on the use of the internet i.e. where there has been misuse of ICT for cyber-bullying
- Reprimand
- Withdrawal of privileges

Formal Discipline

The School will apply disciplinary measures to pupils who bully. Any disciplinary sanctions imposed will reflect the seriousness of the bullying incident(s).

If bullying behaviour continues following a suspension and/or is serious or persistent, this may lead to permanent exclusion (expulsion) by the Head. The Head may take into account the pupil disciplinary record and will consider whether the DSL should also be informed and the School's Safeguarding procedures instigated. Where there are concerns that a criminal act has or may be committed, the matter may need to be referred to the police and/or Children's Social Services. This will not determine or prejudice the School's right to act in accordance with its own disciplinary procedures, but the school will consider and act on the advice of external bodies as appropriate.

Any sanction will be proportionate to the offence and should allow the pupil to make amends where appropriate. The School will take into account the impact of disciplinary measures on any disabilities, special educational needs or vulnerabilities.

The School does not use or threaten corporal punishment.

Safeguarding Concerns

Staff should always consider the motive behind bullying behaviour and whether it reveals any concerns for the safety or wellbeing of the perpetrator. If staff have any reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm, the School's Safeguarding Policy should be followed, which may include reporting concerns to children's social care to ensure appropriate action is taken. Even where safeguarding is not considered to be an issue, the School will consider whether external services need to be informed to support the pupil and help tackle underlying issues, for example, which may have contributed to bullying behaviour.

The School also recognises the importance of minimising the risks of peer-on-peer abuse. In most instances, the conduct of pupils towards each other will be covered by this policy or the School's Behaviour Policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. When an allegation is made by a pupil against another pupil, staff should consider whether the bullying type behaviour raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed without delay in accordance with the School's Safeguarding policy.

Examples of peer-on-peer abuse include:

- **Physical abuse**, such as gender based violence, forcing others to use drugs or alcohol
- **Emotional abuse**, such as blackmail or extortion, threats and intimidation, hazing and initiation type behaviour
- **Sexual abuse**, such as indecent exposure, indecent touching or serious sexual assault or forcing others to watch pornography or take part in sexting
- **Sexual exploitation**, such as encouraging other children to engage in inappropriate sexual behaviour.
- **Upskirting**, typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim.

Sexual Violence and Sexual Harassment

Bullying may take the form of sexual violence or sexual harassment. The School will follow Keeping Children Safe in Education (KCSIE 2020) Part five in responding to any report of sexual violence or sexual harassment. Where an allegation of bullying takes this form, any disclosure will be managed with two members of staff present (one of them being the Designated Safeguarding Lead or their Deputy). The police may be informed of any harmful sexual behaviours which are potentially criminal in nature. Further information on the procedure to be followed is found in the Safeguarding policy.

The School aims to minimise the risk of allegations against other pupils by:

- Providing a Life Skills/PSHEE programme which develops pupils' understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to and that the School will take their concerns seriously
- Developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils.

Help, support and counselling (see Appendix 3 – Advice to Pupils and Parents)

Help, support and counselling will be given as is appropriate to both the victims and the perpetrators. The School recognises in some circumstances the consequences of bullying may lead to a pupil experiencing pronounced social, emotional or mental health difficulties and that external support from children's services or Child and Adolescent Mental Health Services or Children and Young People's Services (CAMHS or CYPS) may be appropriate.

The School supports **victims**:

- By offering them an immediate opportunity to talk about the experience. Offering emotional support; reassuring them that they have done the right thing in telling a member of staff
- By informing the victims' parents/guardians
- By offering continuing support when they feel they need it
- By advising the victim not to retaliate or reply but to instead, speak, to a member of staff
- By emphasising to pupils the importance of:
 - ❖ conflict resolution and negotiating skills
 - ❖ rights and responsibilities
- By informing them that text messages, emails and any information on social network sites can provide supporting material and evidence of bullying and should be passed to a member of staff. And that if hurtful or embarrassing content is being distributed, to try to get it removed from the web – by the person who posted it or alternatively, by contacting the host provider and making a report to get the content taken down
- If appropriate, by advising the victim to consider what information they have in the public domain
- In some cases, by advising the victim that they may be able to block the person from making contact with them i.e. online
- By taking one or more of the disciplinary steps described to prevent further bullying.

The School supports **'perpetrators'**:

- By talking about what happened, to discover why they became involved
- By discussing ways in which the perpetrator can change their behaviour
- By emphasising the importance of:
 - ❖ respect for and courtesy to others
 - ❖ rights and responsibilities
- By informing the perpetrators' parents/guardians
- By continuing to work with the perpetrators in order to help address any prejudiced attitudes and the potential impact of their behaviour.

EYFS CHILDREN

Even the School's youngest children are encouraged to behave towards each other with kindness and consideration. The School encourages them to learn to look after their own possessions and to respect others' possessions. The School expects them to be honest, helpful and polite, and to work hard and to listen to others. They should respect everyone and learn to value differences and diversity. The School has a practitioner responsible for the behaviour management in the EYFS, details of which are available from the Prep School.

The School will explain to the EYFS children why some forms of behaviour are unacceptable and hurtful to others. Sanctions will rarely need to be imposed in the EYFS setting; but sometimes the School may remove a privilege for hurtful behaviour. Occasionally, a child may be sent to see the practitioner responsible for the behaviour management in the EYFS, who will explain the inappropriateness of a particular action and introduce a more appropriate action; but such instances are rare. Parents are always informed when any sanction is needed towards their child, and in cases of repeated instances of hurtful or inappropriate behaviour, parents will be invited into the School to discuss the situation with the child's teacher and the Head of the Prep School, to agree a joint way of handling the difficulty.

Implementation

This is a 'Whole School Policy' and applies to all pupils in the School including those in the EYFS. This policy is implemented via a number of means:

- Staff will receive INSET training on the School's anti-bullying procedures
- All new staff will receive training on the School's anti-bullying procedures as part of the induction process
- Prefects and Heads of Houses (Senior School) will receive INSET training on bullying procedures
- A copy of the policy will be sent to the Trustees and will be available to all parents
- The policy will be included in the Staff Handbook.

The School keeps a record of any occasion where physical intervention is used and parents will be informed on the same day, or as soon as reasonably practicable.

Monitoring and Evaluation

- The policy is a living document, which will be evaluated, updated and reviewed regularly to identify any patterns in bullying behaviour so that appropriate steps can be taken to address such behaviour.
- In the Senior School, the Senior Deputy Head and/or Deputy Head Pastoral will record bullying incidents on CPOMS in addition to House Staff updating pupils CPOMS records. In the Prep School, the Deputy Head and/or Director of Pastoral Care, Heads of Houses and Lower-Prep teachers will similarly keep their own records on CPOMS. Records of bullying will be regularly reviewed by the School (by SMT and the Welfare Committee of Trustees) to ensure any patterns of bullying behaviour are picked up and effectively managed.
- There will be a continuing programme of INSET as deemed necessary.
- There will be regular pupil input, via questionnaires and discussion in Life Skills/PSHEE, in ICT, in House, in Tutor period etc.
- Resource materials will continue to be updated and made available to both staff and pupils.

Reference to other legislation and relevant school policies

The Anti-Bullying Policy was written with regard to DfE guidance (July 2017) 'Preventing and tackling Bullying: Advice to Headteachers, Staff and Governing Bodies' and will be reviewed in light of any substituting or amending guidance as issued from time to time and complies with the law applicable to the Independent Schools sector. Other relevant legislation: the Equality Act 2010; 'Keeping Children Safe in Education' (September 2020). We conform to the National Minimum Boarding Standards (2015) regulations which are published under section 87C(1) of the Children Act 1989 as amended by the Care Standards Act 2000, where Standard 12 is specific to promoting positive behaviour and relationships (including bullying).

Other Policies/Staff Guidelines, which have relevance to the **Anti-Bullying Policy**, are:

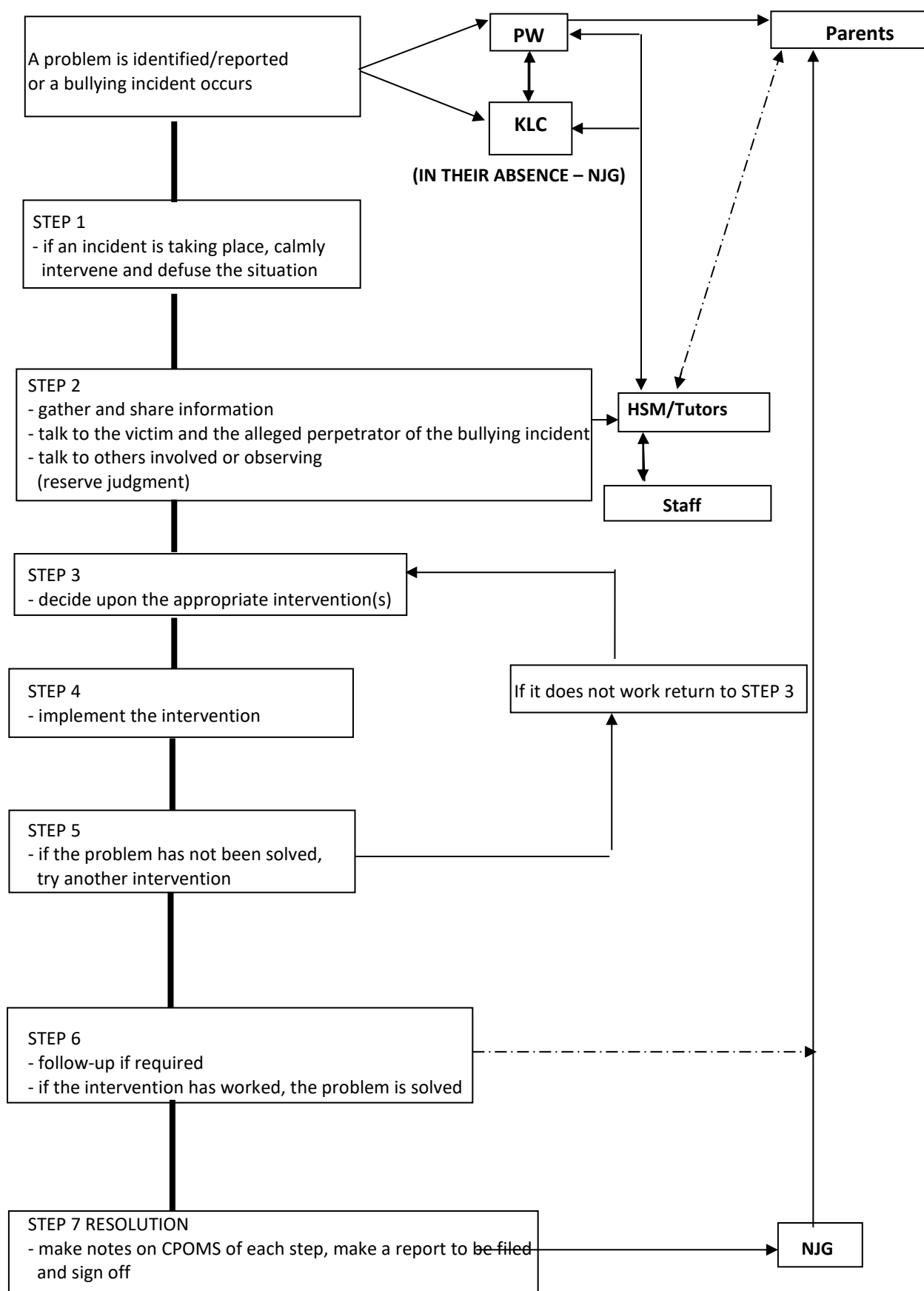
- Behaviour Policies (which includes Alcohol, Smoking, Drugs, Discipline & Exclusion)
- ICT & E Safety (which includes Acceptable Use Policy)
- Safeguarding Policy
- Staff Code of Safe Practice
- Pupil Confidentiality
- Staff Handbook, including:
 - Whistle Blowing Policy
 - Equal Opportunities
- Relationships Education & Sex Education
- SEND and SEND (EYFS)

Member of Staff responsible: Kate Corbin (Deputy Head Pastoral)

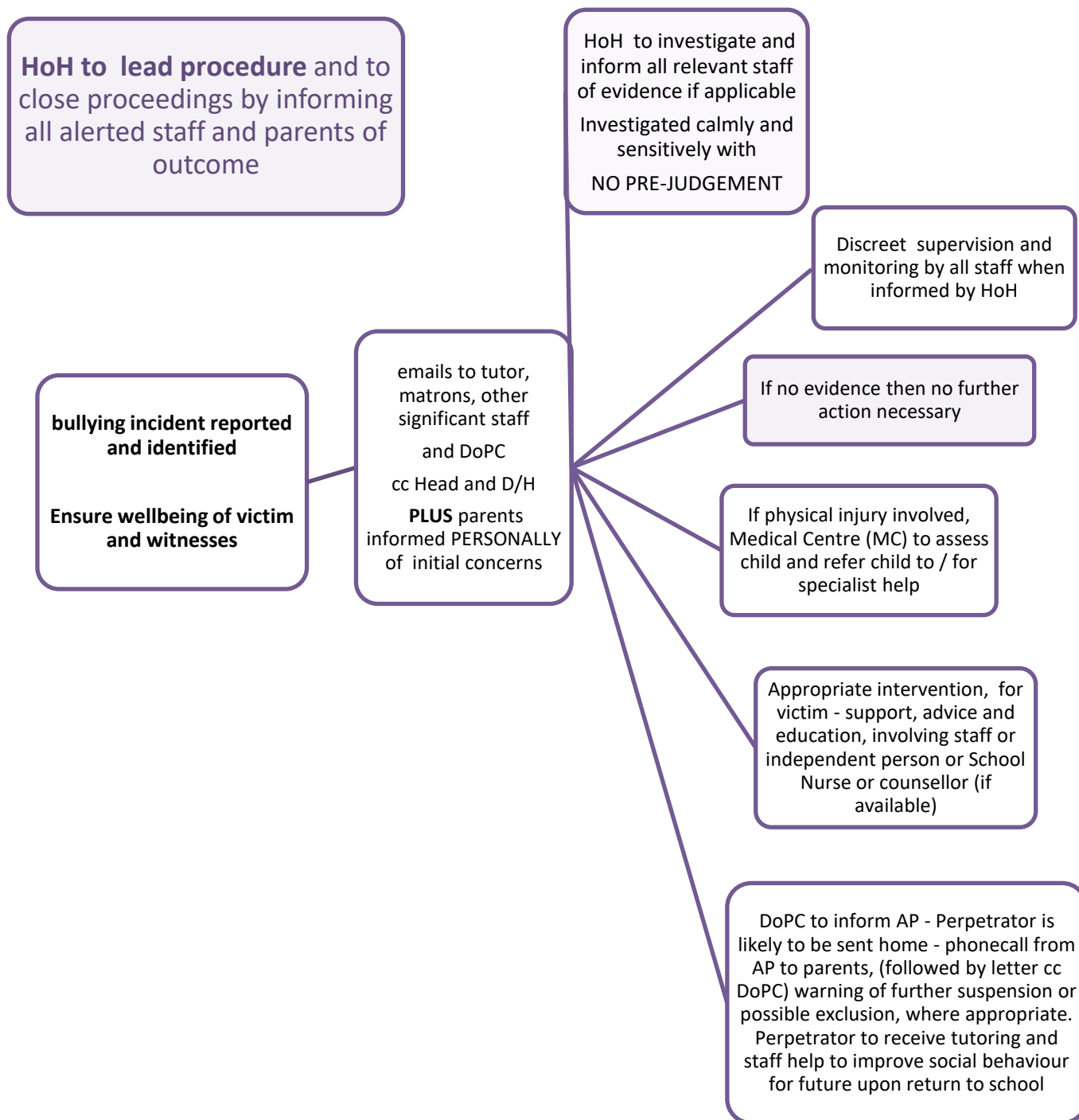
The Policy is effective from: January 2003

Reviewed Annually in July

APPENDIX 1 WYCLIFFE COLLEGE SENIOR SCHOOL A STEP-BY-STEP GUIDE TO HANDLING A BULLYING INCIDENT



APPENDIX 2 WYCLIFFE COLLEGE PREPARATORY SCHOOL ANTI-BULLYING PROCEDURE DAY AND BOARDING



In every case, a CPOMS report should be completed and printed for HoH filing cabinet and in boarding, of a copy for the house file also. This should include a date and the signature of the lead person.

APPENDIX 2
WYCLIFFE COLLEGE PREPARATORY SCHOOL
ANTI-BULLYING PROCEDURE DAY AND BOARDING

Pupils

- Tell yourself that you do not deserve to be bullied, and that it is **WRONG!**
- Be proud of who you are. It is good to be individual
- Try not to show that you are upset in front of the perpetrator. It is hard but a perpetrator thrives on someone's fear
- Stay with a group of friends/people. There is safety in numbers
- Be assertive - shout "No!" Walk confidently away. Go immediately to a teacher or other member of staff
- Tell a member of staff or your parents straight away if you are experiencing bullying
- Remember that anything you place online can be made public within seconds. Whatever you send online could stay there forever. University admissions officers and future employers may be able to view messages, films and photos posted years before
- Be careful what you say on-line or in text messages. It is easy to upset someone by not reading carefully what you have written before pressing the SEND key. Be careful what images you send
- If you receive a nasty or rude message about someone, or a photo of them, do not forward it to anyone. Doing this means that you will be taking part in the bullying. You could even be breaking the law
- Keep your password to yourself. Change your password regularly. Choose hard-to-guess passwords with symbols or numbers. This makes it harder for others to hack into your account
- Only give your mobile number or personal website address to loyal friends whom you trust completely
- Choose the highest security settings on internet sites; do not rely on default settings
- Use websites and services that let you block someone who is behaving badly or bullying you, and use the blocking facility
- Use websites and services which allow you to report incidents of cyber-bullying
- If you see bullying or cyber-bullying taking place, support the victim. Report the perpetrator Perpetrators get away with bad behaviour if no one tells
- Call a helpline like Childline on 0800 11 11
- Be aware that the School can monitor your use of the internet and that we can examine mobile phones e.g. where there is reason to suspect abuse or bullying
- You will be held personally responsible for all material you have placed on a website and for all material that appears on a website of which you are the account holder.

If you know someone is being bullied you should:

- **TAKE ACTION!**
- If you feel you cannot get involved, tell an adult **IMMEDIATELY**. Teachers have ways of dealing with the perpetrator without getting you into trouble
- Do not be, or pretend to be, friends with a perpetrator.

Parents

- Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunchtime was spent etc
- If you feel, know or suspect that your child or another child may be a victim of bullying behaviour, inform the School **IMMEDIATELY**. Your complaint will be taken seriously and appropriate action will follow in line with this policy

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APPENDIX 2 WYCLIFFE COLLEGE PREPARATORY SCHOOL ANTI-BULLYING PROCEDURE DAY AND BOARDING

- Make yourself aware of the amount of time your child is using the internet, chat facilities, games consoles and their mobile phones and whether this is excessive
- Consider carefully the location of the computer or laptop and whether your child would be better using it in a family area of the home
- Search on Google for your child's name and any online usernames they use. This is a valuable exercise for you and them to be able to see exactly how much information other people can see about them with very little difficulty
- Consider installing internet monitoring and filtering software
- Talk to your child; both about the dangers of the internet, but also about their general usage – be interested in what they are doing and keep dialogue open so they feel able to talk to you if they do experience problems
- Ask your child to (or help them) set up appropriate privacy settings on any social media sites.
- Access the SafeToNet app for parents to help you safeguard your children from online risks like cyberbullying and sexting, whilst respecting your child's rights to privacy. The SafeToNet Foundation is providing UK families with free access to 1 million licences during coronavirus (<https://safetonet.com/foundation/covid/>).
- Tell your own son or daughter it is not their fault that they are being bullied
- Make sure your child is fully aware that they must not be afraid to ask for help.

If you are worried that your child is being bullied, please use the procedures set out in this policy. When you contact the School, guide us with how you would prefer to stay in touch so that you can be kept informed of progress and a shared system for supporting your child can be agreed.

If you are not satisfied with the action taken by the School, parents can make a formal complaint by following the School's Complaints Procedure. Parents of boarders and of Early Years Foundation Stage (EYFS) children should be aware that they have the right to refer a complaint directly to Ofsted, if they are unhappy with the way in which their complaint has been handled.

Useful websites

www.kidsscape.org (Kidscape Bullying Helpline – 0207 730 3300)

www.bullying.co.uk

www.Childline.org.uk/Cyber-Bullying (Childline - 08001111)

www.childnet-int.org/

www.antibullying.net/cyberbullying

www.stopcyberbullying.org

www.anti-bullyingalliance.org.uk

www.worriedneed2talk.org.uk

www.childnet.com/young-people/secondary

www.thinkuknow.co.uk/

www.ceop.police.uk/safety-centre/

<https://www.gov.uk/government/publications/coronavirus-covid-19-keeping-children-safe-online/coronavirus-covid-19-support-for-parents-and-carers-to-keep-children-safe-online>

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