stephen perse
foundation

Anti-Bullying Policy

Contents

1.   The Policy

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

2.   Guiding Principles

2.1.   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.

2.2. 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.

2.3. 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.

2.4. Parents/guardians have an important role in supporting the Foundation in maintaining high standards of behaviour. It is essential that behaviour expectations are consistent at school and at home and that the school and parents co-operate closely together.

2.5. Students who have engaged in bullying behaviour will be subject to appropriate disciplinary sanctions and will also be supported to understand what they have done wrong and learn different ways of behaving.

3. Objectives

- All governors, teachers, boarding staff, 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.

3.1. 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.

3.2. As the Foundation has a boarding provision, the requirements under Standard 12 of the Department for Education's [Boarding schools National Minimum Standards](#) apply to this policy and the Foundation has regard to this.

4. What is bullying?

4.1. 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 off the Foundation premises and/or online, and may take the form of:

- Physical bullying such as assault or restraint, extortion or threats, taking, 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

2

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. 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.
- Invading the victim's personal space (including bedroom, changing space or toilet space in boarding houses or on school trips) with the intention of causing intimidation, humiliation or anxiety.

4.2.   As stated in the Keeping Children Safe in Education 2020 (KCSIE 2020), 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.

5.   Definitions of bullying

5.1.   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.

6.   Who is the object of the bullying?

6.1.   Any student is at risk, but there are certain indicators:

- Lacking close friends at school or (for boarders) in the boarding house
- 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

6.2.   None of these factors can excuse bullying.

7.   Prevention of bullying

7.1.   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.

7.2.   Details of the Independent Listener, the Foundation counsellor and external sources of support, including Childline, are readily accessible to boarding students on posters displayed around the relevant boarding and Sixth Form buildings.

7.3.   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.

8.   Cyberbullying - preventative measures

8.1.   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 PSHEE lessons, boarding meetings 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 the use of cameras/mobile phone cameras in toilets, washing and changing areas, or any areas in an Early Years Foundation Stage (EYFS) setting; and
- 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. In boarding, boarders may use mobiles in common areas. Sixth Form boarders may keep mobiles at all times. Boarders on the one year IGCSE programme have mobiles removed overnight.

8.2. 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. Please see the Foundation's Searching and Retention and Disposal of Confiscated Items Policy.

8.3. 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.

9. Bullying outside Foundation premises

9.1. 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.

10. Confidentiality

10.1. 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.

11. Bullying of staff

11.1. 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, Rewards and Sanctions Policy.

12.   Bullying by staff

12.1.   If there is a concern about a member of staff being involved in bullying a student, the Head of the relevant school (1-11) or the Senior Deputy Head (11-18) should be informed. If the matter relates to the Head of School, Senior Deputy Head (11-18) or Vice Principal, the matter should be referred to the Principal. If the matter relates to the Principal, the matter should be referred to the Chair of Governors.

13.   Anti-bullying procedures

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

14.   Provisions for students who have been severely impacted by bullying

14.1.   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.

14.2.   In such cases, the student's Pastoral Leader, 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.

14.3.   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.

15.   Complaints Procedure

15.1.   Parents 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.

16.   Government Guidelines

16.1.   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).

17.   Related policies

- Behaviour, Rewards and Sanctions 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
- Safeguarding and Child Protection Policy
- School Specific Codes of Conduct and School Rules
- Searching and Retention and Disposal of Confiscated Items Policy
- Special Educational Needs and Disabilities Policy
- Technology Acceptable Use Policy

Reviewed: February 2021

Version Control

Date of adoption of this policy	26 March 2021
Date of last review of this policy	19 February 2021
Date for next review of this policy	Spring Term 2022
Policy owner	Head of Dame Bradbury's
Authorised by	Governing Body

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

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

STAGE 1
- Through the Code of Conduct and circle times we encourage the 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/ communicate in an age appropriate way 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 age appropriate apology will be made.
- The Class Teacher/ Key worker, 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, Rewards and Sanctions Policy.
- The victim will be interviewed in an age appropriate way 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, in an age appropriate way, 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 may 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 be dealt with in accordance with the Behaviour, Rewards and Sanctions Policy..
- All incidents will be closely monitored by the Nursery Manager, Deputy Head, and the Class Teacher/ Key Worker, to ensure that there is no recurrence.

STAGE 3
Further incidents involving the same child is misconduct which is considered to be a serious breach of discipline and the procedures set out in the Foundation's Behaviour, Rewards and Sanctions Policy will be followed.

How the Anti-Bullying Policy is supported in the curriculum:
- Issues such as bullying, friendships and related topics are raised in our PSHEE lessons and group time 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
YEARS 3-6 PROCEDURE

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

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, 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 (usually in cases where the bullying behaviour constitutes possible serious misconduct).

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, Rewards and Sanctions 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, 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, 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 their behaviour.
● The Vice Principal will be informed and, depending on their advice, the pupil(s) and parents involved

will be notified that further incidents may trigger formal disciplinary action which may lead to the application of more serious sanctions, in accordance with the Foundation Behaviour, Rewards and Sanctions Policy.
- All incidents will be closely monitored by the Deputy Heads of the relevant school.

STAGE 3

Further incidents involving the same pupil is misconduct which is considered to be a serious breach of discipline and the procedures set out in the Foundation's Behaviour, Rewards and Sanctions Policy will be followed.

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 their 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 or via a written communication to parents.

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 (in the case of incidents in the boarding hous(es)) the Head of Boarding who will talk to the students involved. The student will be entitled to be accompanied by a suitable pastoral staff member, such as their tutor or a class teacher. The Deputy Head Pastoral (11-18) and the Senior Deputy Head, 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 written statements will be taken, in accordance with the procedures for interviews set out in the Behaviour, Rewards and Sanctions policy. 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, Rewards and Sanctions Policy.
- All relevant statements should be signed by the student(s) and recorded by the investigator. The Senior Deputy Head (11-18) will be informed and the perpetrator warned that further incidents may trigger formal disciplinary action which may result in the application of major sanctions, in accordance with the Foundation Behaviour, Rewards and Sanctions Policy.
- The victim will be interviewed again at a later stage by a member of the pastoral team, separately from the perpetrator. The student will be offered support to develop a strategy to help him or her. It will be made clear to them why revenge or retaliation is inappropriate.
- The perpetrator 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 will be considered to constitute a possible serious breach of discipline and the procedures set out in the Foundation's Behaviour, Rewards and Sanctions Policy will be

followed.

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.

How the Anti-Bullying Policy is supported in the Boarding Houses:
- The Head of boarding encourages boarding students to talk openly in the weekly house meetings.
- Boarding students are reminded about how the use of the internet is monitored through the firewall and also with search terms. The Head of Boarding and the house staff will talk to boarding students whose searches raise any concerns.
- The Code of Conduct for boarding students will be displayed in all rooms and the common areas.

ANNEX 4
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](#)
- [National Minimum Standards for Boarding](#)