

Anti-Bullying Policy

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1. Introduction

- 1.1. This policy applies to all children and students attending the Stephen Perse Foundation (the **School**) including in the EYFS and those who board.
- 1.2. This policy applies whether or not the student is in the care of the School when the bullying behaviour occurs.
- 1.3. This policy applies to all students at the School and at all times when a student is:
 - in or at school (including during any period of remote provision);
 - representing the School or wearing school uniform;
 - travelling to or from school;
 - on school-organised trips;
 - associated with the School at any time; or
 - in the care of the School, or not, and the School becomes aware of an incident of bullying.
- 1.4. This policy shall also apply to students at all times and places in circumstances where failing to apply this policy may:
 - affect the health, safety or wellbeing of a member of the School community or a member of the public;
 - have repercussions for the orderly running of the School; or
 - bring the School into disrepute.
- 1.5. This policy has been written with regard to the following Department for Education (DfE), government and other guidance for schools and colleges and legislation:
 - [Preventing and tackling bullying](#) (DfE, July 2017) and supplementary advice notes
 - [The Early Years Foundation Stage Statutory Framework \(DfE, updated July 2025\)](#)
 - [Cyber bullying: advice for headteachers and school staff](#) (November 2014)
 - [Teaching Online Safety in Schools](#) (DfE, updated January 2023)
 - [Behaviour in schools: Advice for headteachers and school staff](#) (DfE, updated February 2024)
 - [‘Keeping children safe in education 2025’ \(KCSIE 2025\)](#)
 - [‘Guidance for safer working practice for those working with children and young people in education settings’](#) (Safer Recruitment Consortium, 2022)
 - [National Minimum Standards for Boarding](#) (DfE, September 2022)
 - [Searching, screening and confiscation in schools. \(DfE, updated July 2023\)](#)
 - [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (DCMS and UKCIS, December 2020 updated March 2024)
 - [Equality Act 2010](#)

2. Guiding Principles

- 2.1. The School is committed to providing a caring, friendly and safe environment for all our students so that they are able to learn and live (when boarding) in a secure and relaxed atmosphere in which success is celebrated and every one of our students can develop to their full potential. 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. This policy forms part of the School’s whole school approach to promoting the safeguarding and wellbeing of our children and students.

- 2.3. 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 School can feel confident that there are procedures in place which will be implemented.
- 2.4. It is important that every member of the School knows what this policy is and that it will be enforced consistently. A copy is available on our website.
- 2.5. Parents/guardians have an important role in supporting the School 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. If parents know or suspect that their child, or another student, is being bullied, they should contact the School without delay. All concerns will be taken seriously. We welcome feedback from parents and guardians on the effectiveness of our preventative measures and all other aspects and implementation of this anti-bullying policy.
- 2.6. This policy should be read alongside the School's Child-on-Child Abuse Policy and Safeguarding and Child Protection Policy. Bullying and child-on-child abuse are closely connected with student wellbeing and therefore may require a safeguarding response.
- 2.7. This policy should also be read alongside the School's Behaviour, Rewards and Sanctions policy. Positive behaviour is encouraged because we believe that this will develop an ethos of kindness, co-operation and mutual respect, through which bullying can be prevented. 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.
- 2.8. Technology is often a significant component of bullying and wellbeing issues. The School's Technology Acceptable Use Policy for Students sets out the rules and guidelines for students to ensure, as far as possible, that technology is used safely and responsibly.

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
- know what the School policy is to prevent and respond to bullying and what they should do if they become aware of bullying taking place.

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

4. What is bullying?

- 4.1. Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally (DfE, ["Preventing and Tackling Bullying, 2017"](#)). Put another way, bullying is the intentional hurting, harming or humiliating of another person. Bullying may take place both on and off the School premises and/or online, and may take the form of:

- Physical bullying such as hitting, kicking, pushing people around, spitting, shaking, biting, hair pulling or taking, hiding, damaging or stealing possessions;
- Verbal bullying such as name-calling, gossiping, taunting, teasing, insulting, threatening or undermining, humiliating or demanding money;
- Non-verbal abuse such as hand signs or social media or instant messaging, see also emotional bullying and cyberbullying below;

- Emotional bullying or abuse such as constant criticism, spreading rumours, controlling or manipulating someone, making silent, hoax or abusive calls;
- Exclusionary behaviour such as intimidating, isolating or excluding a person from a group;
- Initiation/hazing type behaviour: rituals may include, but are not limited to, activities involving harassment, abuse or humiliation used as a way of initiating a person into group;
- Prejudice-based bullying: bullying that is motivated by actual or perceived differences between children
- Discrimination-based bullying may be:
 - Racist, based on someone's race, religion, belief or culture
 - Sexist, relating to a person's sex or gender identity
 - Related to a person's sexual orientation
 - Related to a person's age
 - Relate to a person's pregnancy or maternity
 - Related to a person's disability, special educational needs, learning difficulty, health or appearance
 - Related to a person's home circumstances;
- Cyberbullying: bullying that takes place using technology. This bullying may occur through text/instant messaging, e-mails, consensual and non-consensual sharing of nude or semi-nude images, and via social media, mobile electronic devices, internet chat rooms or gaming sites;
- Harmful sexual behaviours, sexual violence and sexual harassment - see the School's Child-on-Child Abuse Policy for further information;
- 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. 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. The School recognises that very young children and/or children with certain behavioural disorders or limited social skills may act in ways that cause harm but the distress it causes is not consciously intended. Whether the behaviour is intentional or due to limited social skills or special educational need or disability (SEND), it will still be addressed to ensure the victim is not upset, threatened or hurt by the actions.

4.3. 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".

4.4. Sanctions of any kind against a student are the responsibility of staff, and not of other students. Racial, sexual, transphobic or homophobic bullying and bullying someone because they have a disability are hate crimes. Stealing or causing damage to the property of another, acts of physical or sexual assault, some acts of sexual harassment, and upskirting are criminal offences. The misuse of electronic communications may also be a criminal offence; for example, it is an offence to send an electronic communication (such as a text message or email) to another person with the intent to cause distress or anxiety, as it is to share, or threaten to share, intimate images or videos without consent. These acts could have legal consequences outside the School.

5. Safeguarding and Child-on-Child Abuse

5.1. As stated in KCSIE 2025, all staff should recognise that children are capable of abusing other children (child-on-child abuse). Child-on-child abuse can take different forms, such as cyberbullying, prejudice-based and discriminatory bullying. Bullying which results in physical or emotional harm is considered to be a safeguarding issue under the term "child-on-child

abuse” and must be recorded and treated as such. Such behaviour may include initiation rituals or any form of sexual harassment. See the School’s Safeguarding and Child Protection Policy and the School’s Child-on-Child Abuse Policy for our approach to child-on-child abuse.

- 5.2. 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.

6. Who is the object of the bullying?

- 6.1. Any student is at risk of being bullied, 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 to the majority
- Being homosexual, bisexual or transgender
- Having special educational needs and/or disability or having certain health conditions and specific additional needs
- 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 an obviously sensitive child
- Being a student who has caring responsibilities

- 6.2. None of these factors can excuse bullying.

7. Bullying - preventative measures

- 7.1. The School’s response to bullying does not start at the point at which a student has been bullied. We take the age appropriate preventative measures set out in Annexes 1-4 of this policy in order to create an environment that prevents bullying from becoming a problem at the School in the first place.

- 7.2. For the prevention of prejudice-based and discriminatory bullying, in addition to the age-specific measures described in the annexes of this policy, the School:

- Will ensure that it meets its duty under the Equality Act 2010 and its Prevent duty;
- Will create a school culture that reflects safety and inclusivity, and ensure that this culture is actively promoted and consistently promoted by all members of staff irrespective of their role or position;
- Will actively celebrate difference, and promote the use of the language of diversity
- Will include and involve all students, accounting for individual needs and making reasonable adjustments where needed; and
- Will ensure that any instances of prejudice-based or discriminatory bullying that do occur are dealt with swiftly and effectively, including ensuring that the bully/bullies understand what they have done wrong and why their actions are unacceptable.

- 7.3. It is important that we aim to create an atmosphere in the School 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 for each of the Stephen Perse Foundation schools place strong emphasis on the prevention of bullying. They encourage 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 (iSAMS 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.

- 7.4. The School's counsellors work with students aged 11-18 and liaise closely with the relevant staff. Sixth Form students can arrange sessions by contacting the counsellors directly (or through recommendation from the Sixth Form pastoral team). Pupils within our junior schools will be guided to designated members of staff for support, namely our Youth Mental Health first aiders or our Emotional Literacy Support Assistant (ELSA).
- 7.5. Details of the Independent Person, the School counsellors and external sources of support, including Childline and the Children's Commissioner's Help at Hand service, are readily accessible to boarding students on posters displayed around the relevant boarding and Sixth Form buildings. Information and details of support organisations are also posted under the Wellbeing section of the Student Blog and in Annex 4 of this policy.
- 7.6. Staff training, including as part of induction, is provided to raise awareness of bullying, to ensure that the principles of the School's policy are understood and that legal responsibilities are known, including the School'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. The School also recognises that certain children may face additional barriers to reporting an incident because of their vulnerability, disability, sex, ethnicity and/or sexual orientation. Staff are helped to develop appropriate strategies for preventing and resolving problems and are encouraged to seek guidance from other specialist organisations where required.
- 7.7. In the Junior Schools and Senior School, staff are always on duty at times when students are not in class and patrol the school sites, particularly areas where bullying might occur. In the Sixth Form, there is a staff presence at all times when students are on site. Staff members are trained to be alert to inappropriate language or behaviour at all times.
- 7.8. In the boarding houses, strong teams of staff, including the Head and Deputy Head of Boarding and the Matron, act *in loco parentis* to provide comprehensive care. Staff are highly aware that the boarding environment can present more opportunities for bullying, and they remain constantly vigilant for any issues between boarders. The house environment is instrumental in reinforcing the **School's standards and values**, providing regular opportunities for friendly, informal discussion about any concerns a student may have. A member of the boarding staff is on duty at all times to ensure continuous supervision and support.
- 7.9. Staff will always consider the motive behind bullying behaviour and whether it raises any concerns for the welfare of the perpetrator(s). If staff reasonably suspect that a student may be suffering, or is likely to suffer significant harm, they should follow the procedures set out in the School Safeguarding and Child Protection and discuss their concerns with the DSL or DDSL without delay.

8. Cyberbullying - preventative measures and responding to a concern

- 8.1. The way in which students relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the School's culture and can lead to school feeling like an unsafe place. The School makes it clear to students that the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

- 8.2. Cyberbullying can be defined as "willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices" (<http://www.cyberbullying.org/>). It is an aggressive, intentional act often carried out repeatedly over time, and often against a victim who cannot easily defend themselves. The School acknowledges that cyberbullying often takes place outside the school day and off the School premises.
- 8.3. Cyberbullying could involve communications by various electronic media, including for example:
- Texts, instant messages or calls on mobile phones;
 - The use of mobile phone camera images to cause distress, fear, or humiliation;
 - Posting threatening, abusive, sexual, discriminatory, offensive, or humiliating material or comments on websites (including blogs, personal websites, and social networking sites such as Facebook, Instagram, X (formerly known as Twitter) or YouTube);
 - Using e-mail to message others in a threatening or abusive manner; or
 - Hijacking/ cloning e-mail accounts.
- 8.4. The School acknowledges that cyberbullying may take many different forms including: cyberstalking, exclusion or peer rejection, impersonation, unauthorised publication of private information or images, encouraging derogative comments on online platforms, sharing nudes/semi-nudes, upskirting, and sexting.
- 8.5. The School has a role to play in teaching students about the underpinning knowledge and behaviours that can help them to navigate the online world safely and confidently regardless of the device, platform, or app. In taking this forward, the School has regard to the DfE's non-statutory guidance on [Teaching online safety in school](#) (January 2023).
- 8.6. For the prevention of cyberbullying, in addition to the school-specific measures described in the Annexes below, the School:
- 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 in accordance with our Behaviour, Rewards and Sanctions Policy;
 - Issues all students with their own personal School 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" or similar lists and sharing their personal data;
 - Ensures our students are aware of the various forms in which cyberbullying can take place, that it can have severe and distressing consequences, and that participation in cyberbullying will not be tolerated;
 - Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details private and secure;
 - Does not allow the use of cameras/mobile phone cameras in toilets, washing and changing areas, or any areas in an Early Years School 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, all boarding students have access to their mobile phones, iPads and/or other devices at all times unless in the reasonable opinion of the boarding staff, there is good reason for them not to.
- 8.7. When responding to cyberbullying concerns, the School will:

- Act as soon as an incident has been reported or identified;
- Provide appropriate support to the person who has been cyberbullied and work with the perpetrator to ensure that it does not happen again;
- Encourage the person being bullied to keep any evidence (such as screenshots) of the bullying activity to assist any investigation, being mindful where the instance of online abuse may be illegal. This includes indecent images of children (under the age of 18), which school staff should never intentionally view. In the case of illegal activity, the police will be able to assist schools and young people to determine what content is needed for the purposes of the evidence, and how best to secure this;
- Take all available steps, where possible, to identify the person responsible. This may include looking at the use of school systems, identifying and interviewing possible witnesses and contacting the service provider and the police, where necessary;
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Supporting reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content;
 - Confiscating and searching students' electronic devices, such as mobile phones, and taking any necessary further action, in accordance with the law and the School's Searching and Retention and Disposal of Confiscated Items Policy;
- Ensure that sanctions are applied to the person responsible, as appropriate, and in accordance with the School's Behaviour, Rewards and Sanctions Policy;
- Inform the police where it considers that a reported incident of cyberbullying may amount to a criminal offence;
- Provide information to staff and students regarding steps they can take to keep themselves safe online, which may include providing advice to those targeted not to retaliate or reply, and how to block or remove people from contact lists.

8.8. For more information on 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 4 of this policy and the School's Searching and Retention and Disposal of Confiscated Items Policy.

9. Bullying outside School premises

9.1. The School 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 School will, where appropriate, discipline students for bullying behaviour online, outside school premises and outside school hours.

10. Confidentiality

10.1. It is not possible to promise confidentiality. However, members of the School 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 School'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 should be informed in accordance with the School's Safeguarding and Child Protection Policy and Procedures. If the concern relates to the Head of School, the concern should be referred to the Principal. If the concern relates to the Principal, the concern 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. Bullying is closely connected with student wellbeing and therefore will often require a safeguarding response. 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. Where there is a reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, a bullying incident should be addressed as a safeguarding concern and staff should take action in accordance with the School's Safeguarding and Child Protection Policy and the School's Child-on-Child Abuse Policy where relevant.
- 14.3. In such cases, the student's Head of Year, in conjunction with the relevant Head or Deputy Head of the relevant school, as appropriate, will conduct a risk assessment in accordance with the School'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.
- 14.4. The School recognises that children with special educational needs, disabilities or certain health conditions can face additional safeguarding challenges, including the potential to suffer disproportionate impact from behaviours such as bullying, without necessarily outwardly showing any signs and/or being able to communicate that they are experiencing such bullying. The School 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. Monitoring and review

- 16.1. The School will record all incidents of reported bullying in accordance with this policy.
- 16.2. Senior leaders at each school will review all incidents of reported bullying to help identify patterns of behaviour, so that the School can take appropriate steps to address bullying behaviours within the School. Records of bullying incidents will also be used to evaluate the effectiveness of the School's anti-bullying procedures, and to highlight any necessary amendments.
- 16.3. This policy is reviewed and updated at least annually.

17. Related policies

- Behaviour, Rewards and Sanctions Policy
- Boarding Code of Conduct and Rules
- Child-on-Child Abuse Policy
- Complaints Policy and Procedures
- Disability Policy
- Equal Opportunities for Pupils Policy
- Online Safety Policy
- Physical Intervention (Positive Handling) Policy
- Relationships and Sex Education 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 for Pupils

Version Control

Date of adoption of this policy	8 October 2025
Date of last review of this policy	August 2025
Date for next review of this policy	Summer Term 2026
Policy owner	Designated Safeguarding Lead
Authorised by	The Governing Body

ANNEX 1 EARLY YEARS FOUNDATION STAGE PROCEDURE

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 School. 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. In the Nursery the topics include kindness and friendship and children are supported in their interactions by the Nursery staff.
- We teach children to speak to one another respectfully and with 'kind words' through regular PSHEE sessions and when the opportunity arises in their play. We discuss how to stay safe online with the children through PSHEE sessions and this includes communicating in a respectful manner and not causing harm when using technology to communicate. There is a visual reminder displayed in the Kindergarten and Reception classrooms.
- 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 including in the Nurseries.

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. In the Early Years, the children's social skills are developing and they may act in ways that cause harm but the distress it causes is not consciously intended. We still encourage the children to tell us about any behaviours that are causing them to feel upset or uncomfortable. 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 understand that even if the behaviour is not intentional it still needs to be addressed to ensure the victim is not upset, threatened or hurt by the actions.
- All children in the Early Years are supervised by staff they are familiar with at all times. 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 iSAMS 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 iSAMS and

MyConcern and the parents of both parties informed. For very young children an individual risk assessment will be put in place around the perpetrator. This will be shared with the parents of the perpetrator and the risk assessment will be stored in iSAMS.

- 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 the age of the child and any special educational needs which the children may have and/or any other special circumstances, in line with the School'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. If the victim is very young they will be observed closely in the setting to ensure they are comfortable and confident and displaying typical behaviours.
- 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. For very young children a plan will be agreed with their parents to support their development and if appropriate seek the help of other professionals.
- 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, 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 School's Behaviour, Rewards and Sanctions Policy will be followed.

ANNEX 2

PROCEDURE FOR YEARS 1-6

How the Anti-Bullying Policy is supported in the curriculum

- Issues such as bullying, friendships and discriminatory language are addressed in our PSHEE and form 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 and diversity . 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 Stephen Perse Cambridge Junior School 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.

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 the Junior Schools, the Form Teacher, the Head of Phase, the Deputy and the Head of School will be informed. 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 iSAMS 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 School'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 Head of School 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 School 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 School's Behaviour, Rewards and Sanctions Policy will be followed.

ANNEX 3 YEARS 7 - 13 PROCEDURE

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 and form time activities.
- 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 computing lessons, and via special events, normally during 'Safer Internet Week'.
- The 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.
- 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 boarding staff will talk to boarding students whose searches raise any concerns.
- The Boarding Code of Conduct and Rules for boarding students is available to all boarders online.
- Particular attention will be given to prevent bullying within boarding, given that boarding students who are being bullied (off line) cannot escape their bullies for long periods of time as they are not going home as often.
- The Matron and the Head of Boarding have regular weekly meetings where they discuss how to identify signs of bullying, both physical and emotional; where there is concern about a boarder being bullied in boarding, this will be reported immediately to the Head of Boarding, and recorded in MyConcern. Subsequent actions will be taken in accordance with this policy and the Behaviour, Rewards and Sanctions policy.
- We encourage close contact between the Head of Boarding and parents/ guardians, and will always make contact if we are worried about a student's well-being.

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 Head of Year or (in the case of incidents in boarding) 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), Vice Principal, Head of Year, 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 iSAMS, 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 School'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 School 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 School's Behaviour, Rewards and Sanctions Policy will be followed.

**ANNEX 4
FURTHER RESOURCES**

- [Anti-Bullying Alliance](#)
- [Childline](#)
- [COEP Education](#)
- [Kidpower International](#)
- [Kidscape](#)
- [Childnet International](#)