INSPIR★TIONAL
Box Hill School

ANTI BULLYING POLICY

To be read in conjunction with:
Safeguarding Policy, and Policies regarding the use of ICT

Aims and Objectives:

We believe that Box Hill School is a very pleasant, caring and well-disciplined School, where the incidence of bullying is rare, but that it is right to be vigilant. The whole ethos of the School centres around the principle that all who work or study here respect and understand the needs of others. We are a community that celebrates diversity.

Bullying, harassment and victimisation will not be tolerated. The sanctions for it can be strong even to excluding a pupil from Box Hill School, if deemed appropriate. A high standard of behaviour is expected from all within the School community. It is _everyone's_ responsibility to prevent bullying from happening and with this in mind this document lays down certain guidelines which all pupils, parents and staff should follow.

No-one should underestimate the potential psychological damage that bullying (both physical and emotional) can cause - often far in excess of the intentions of the instigator of the bullying.

It is our fundamental belief that every pupil has the right to pursue his or her education free from adverse interference from others. We are committed to providing a caring, friendly and safe environment for all our pupils in which each pupil can reach his or her potential in all areas, so gaining self-esteem and being uniquely valued by others. This means respecting each other's space, privacy and differences, treating everyone with kindness and sensitivity and offering support and encouragement to each other.

This policy gives due regard to the DfE documents 'Preventing and Tackling Bullying' (July 2017) and Cyberbullying: Advice for Headteachers and School staff (Nov 2014). This policy is made available to parents, pupils and staff.

In this document the terms "instigator" and "victim" are used. "Instigator" is used of someone who has manifested bullying behaviour; "victim" is used of someone who has received bullying behaviour. The terms are used for ease of reference. There is no suggestion that these are discrete categories of people, or that their involvement in bullying behaviour is necessarily either pervasive or persistent.

Definition of Bullying:

Bullying is defined as any 'behaviour (deliberate or perceived) by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally'. (DfE - 'Preventing and Tackling Bullying' (July 2017).

Bullying is often designed to hurt or intimidate; making another person feel uncomfortable, humiliated, frightened, helpless or threatened. Bullying behaviour may occur directly or via cybertechnology (including social websites, mobile phones, text messages, photographs and email).

Bullying behaviour is often motivated by prejudice against particular groups. Bullying may involve actions or comments which centre upon a difficulty that a pupil has, age, physical appearance, nationality, culture, race, gender, sex, sexual orientation (LGBTQ+), religion, political or immigration status, home background, different family situations, special educational or health needs and disability (SEND) or because a pupil is adopted, in care or has caring responsibilities. A pupil can also be bullied if they are new in the School, appears to be uncertain or has no friends. It might be motivated by actual differences between children, or perceived difference. A pupil may also become a target for wholly irrational reasons.

Bullying and child on child abuse (previously known as peer on peer abuse) can, and do, overlap in terms of behaviour between individuals and it is important this is recognised by both staff and pupils. Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. This can include (but is not limited to):
- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment such as sexual comments, remarks, 'jokes' and online sexual harassment which may be stand-alone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent (such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party)
- consensual and non-consensual sharing of nudes and semi nude images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting (which is a criminal offence) which typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission 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; and

- initiation/hazing-type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

In summary, child on child abuse occurs when a young person is exploited, bullied and/or harmed by other children (their peers) who are the same or similar age.

Examples of bullying behaviours include:
- hitting, kicking, pushing people around, spitting
- name calling, taunting, teasing, insulting
- intimidating, coercion, isolating or excluding from the group
- spreading rumours, generating malicious gossip or writing unkind notes
- using improperly any form of e-technology, such as computers, mobile 'phones or smart watches
- inappropriate use of images and video

- taking, damaging or hiding possessions
- demanding money
- talking to or touching someone in a sexually inappropriate way
- initiation or hazing type violence

This list is not exhaustive and bullying behaviour often takes more than one form; some further information is included in Appendix One.

The School is determined that no type of bullying will be tolerated by staff, pupils, or parents; abuse is abuse and will not be tolerated. Prejudice based bullying on the basis of protected characteristics is taken particularly seriously. Protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy and maternity. It is not an acceptable defence to justify bullying behaviour that causes harm and distress as actions intended as a 'joke', 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys'. Every pupil deserves respect and a safe environment at School.

Experts suggest that bullying involves an imbalance of power between the instigator and victim. As a consequence, those being bullied will find it difficult to defend themselves. The power imbalance may manifest itself in a number of ways including physical, psychological (knowing what upsets someone), derive from a perceived intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of someone through the threat of violence or by isolating them physically or online.

Bullying can happen anywhere and at any time. It frequently involves the use of mobile phones, computers and social media. This might involve an individual sending malicious or hurtful texts, emails or photos or using insulting or other hurtful descriptions on sites such as Facebook, Snapchat and Instagram. (More on cyber bullying can be found in other policies).

Low level disruption and the use of offensive language can also have a significant impact. Pupils learn best in a safe and calm environment that is free from disruption. If such behaviour is left unchallenged or dismissed as 'banter' or 'horseplay' it can lead to reluctance to report other behaviour. Early intervention, whether in a lesson, during activities or in a House, helps to set clear expectations and boundaries regarding what are acceptable and unacceptable behaviours and helps to stop negative behaviours from escalating. By stepping in to prevent such behaviour the School creates a safe, disciplined environment where pupils are able to learn and fulfil their potential.

The School will also act upon bullying that occurs during holidays and outside of the School's premises and usual working hours. This includes cyber-bullying and bullying incidents that occur outside School for example, in town or on public transport.

All aspects of bullying behaviour affect the victim. Bullying behaviour may hurt or distress the victim and, over a period of time, can lower his or her self-esteem and lead to depression. It can be a barrier to learning and have a serious impact upon mental health. In extreme cases, bullying, especially if it is left unaddressed, can cause psychological damage, pronounced social, emotional or mental health difficulties. The School recognises that bullying can occur: from staff to staff, from staff to pupil, from pupil to staff, from pupil to pupil, from parent to staff, from staff to parent, from parent to pupil and from pupil to parent. The School considers all forms of bullying unacceptable and recognises the potential that bullying has to damage an individual's self-belief and confidence long after the incidents have happened. The nature and level of support provided for a pupil will depend upon the individual

circumstances and the level of need. Such support can include that provided by House Parents, Head of Year and/or Tutor, engaging with parents, counselling and working with external agencies. The School will always work with external agencies (such as Social Care or Child and Adolescent Mental Health Services (CAMHS)) to best support the pupils in our care. We recognise that some forms of harassing or threatening behaviour/communications are a criminal offence and will seek assistance from the Police in such cases.

Preventative Measures

It is not our intention to wait for bullying to happen before we act; we wish to pre-empt any potential problems. The following steps are taken:

- ✓ An open, positive, caring and trusting atmosphere is nurtured in the School.
- ✓ The School values diversity. Equality, diversity and mutual respect is embedded within the Round Square IDEAS.
- ✓ The School recognises the seriousness of and does not tolerate prejudice such as racism, sexual harassment, sexual violence, harassment on the basis of gender identity, sexual orientation or SEND needs. Pupils and staff are clear on this.
- ✓ The School creates an environment of good behaviour and respect, with positive role modelling by staff and senior pupils, and celebrates success.
- ✓ All new pupils are briefed on the School's expected standards of behaviour. They are told what to do if they encounter bullying and where to find help.
- ✓ Pupils are informed that bullying will not be tolerated in the School.
- ✓ Pupils know how to ask for help and are encouraged to feel able to share problems. This is in their School planners, discussed in PSHEE at all levels, there is an anonymous 'Whisper' account on the School computer system, access to the School Nurses and an Independent Listener. Notices are also displayed around the School.
- ✓ The skills required for building relationships and living in communities is a feature of our PSHEE programme in Years 7 to 11, which all pupils follow. It is also covered in the Sixth Form in an age appropriate manner.
- ✓ Pupils learn how to recognise and manage their own emotions and respond to the emotional needs of others. They also learn how to build trust and resolve conflict. The PSHEE curriculum also looks at how to recognise and critically evaluate our values, which of course directly relate to our behaviour. The Round Square IDEALS are at the heart of our curriculum.
- ✓ Lessons such as English and Drama highlight the issue of bullying and reinforce the message by teaching moral and spiritual values that show bullying to be unacceptable. Such lessons will often discuss the differences between people and the importance of avoiding prejudicebased language.
- ✓ The Headmaster, Deputy Head Academic, Deputy Head Pastoral, Assistant Head Pastoral, Assistant Head Academic, Head of Learning Support and Heads of Year, speak regularly in assembly about kindness to others, acceptance, tolerance and diversity.
- ✓ The School has a system to select and train peer mentors who can be approached by their peers on any matter.
- ✓ Staff apply a fair but firm approach within the disciplinary structure to take positive, affirmative action in support of the School's anti-bullying stance.
- ✓ Staff understand the need to promote the general progress and well-being of individual pupils or groups or classes assigned to them, to maintain good order and discipline among the pupils,

to safeguard their welfare and to ensure as far as possible that pupils are free from bullying and harassment.

✓ Staff attend conferences and courses that include advice on the prevention of bullying.

✓ The Headmaster, Deputy Head Pastoral, Deputy Head Academic, Assistant Head Pastoral, Assistant Head Academic, Heads of Year and House Parents speak regularly to the pupils about bullying. This is to ensure that pupils know how to deal with bullying if it occurs and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.

✓ E-safety is addressed through the School's PSHEE programme and also through a series of talks and workshops delivered to the pupils by external providers.

✓ The Nurses, Head of Learning Support, Deputy Head Academic, Deputy Head Pastoral and Assistant Head Pastoral are all involved in a weekly Pastoral Team meeting, to discuss and address any issues.

✓ A member of the Senior Leadership Team is on duty every day to patrol around the School campus during break times and lunch times. There are clear and understood expectations of behaviour in the Dining Hall. Staff are also on duty and are visible in areas where bullying can occur. They are trained to be alert to inappropriate language and behaviour.

✓ Practices that support the Equality Act (2010) are observed in School and Houses:
   a) any discriminatory words and behaviour are treated as unacceptable
   b) positive attitudes towards difference are fostered.

✓ In boarding houses, House Parents and their Assistants, act *in loco parentis.* The House environment is important in reinforcing a pupil's standards and values, providing the opportunity for friendly, informal discussion of matters of concern to the individual pupil outside the formal classroom.

✓ In Houses:
   a) there is an appropriate staff presence; a member of staff is always on duty to supervise the pupils
   b) staff are actively involved with pupils and in all areas of the House when they are on duty
   c) attempts are made to avoid boredom and lack of purpose among pupils
   d) there is space available for pupils' quiet withdrawal
   e) there is no crowding in bedrooms or common rooms.

✓ We encourage close contact between the House Parents and parents/guardians and will always make contact if we are worried about a pupil's well-being.

✓ All pupils and their parents are made aware of the contents of the School's anti-bullying policy and are aware that they can download copies from the School's web site. All pupils know how to report anxieties to their Tutors, House Parents or Head of Year, to a member of the Pastoral Team or to any member of staff.

✓ The Medical Centre and Houses display advice on where pupils can seek help, including details of confidential help lines and web sites connecting to external specialists, such as Childline, Kidscape, NSPCC, Samaritans.

✓ Staff are trained and have the necessary professional skills to ensure that the School policy is understood, legal responsibilities are known, action to resolve and prevent problems is defined, and sources of available support are identified.

✓ Where necessary, the School will always take advice from outside agencies.

✓ There are opportunities for pupils to undertake positions of responsibility.

✓ Senior pupils who do not wish to have extended pastoral responsibilities are not coerced.

- ✓ The responsibilities of senior pupils are appropriately limited.
- ✓ Staff realise the pastoral role of the Syndicate, Peer Mentors and senior boarders and offer appropriate support.
- ✓ House and School Prefects are trained, so that they relate sensitively to younger pupils.
- ✓ Older boarders are encouraged to keep an eye on younger boarders, offering support where needed.
- ✓ Staff are aware that concerns must always be shared as no single professional can have a full picture of a child's needs and circumstances and what might appear to one member of staff as a one-off minor incident may very well not be. Everyone has a role to play in identifying concerns, sharing information and taking prompt action so as to act in the best interests of the child.
- ✓ The Pastoral Team ensure that records are kept of bullying incidents allowing patterns to be identified and the effectiveness of the School's approach to be evaluated.

Monitoring pupils' behaviour, including bullying

Box Hill School places the highest priority on the effective communication, implementation and maintenance of its anti-bullying strategy throughout the community. The School proactively gathers intelligence about issues between pupils which might provoke conflict and will always act to prevent bullying occurring in the first place:

- Members of staff are vigilant at all times, but particularly outside rooms before and between lessons, during break and lunch times, and in the Dining Hall.
- Staff recognise and will challenge inappropriate behaviour including racism, homophobic, biphobic and transphobic bullying (e.g. comments such as 'you're so gay', 'boys should act as boys and girls like girls', commenting that another is effeminate etc.)
- House Parents, House staff and senior pupils are alert to the possibility of bullying in Houses, particularly in study bedrooms and dormitories. Staff recognise that any boarder who is being bullied will be less able to escape the instigators of such behaviour for long periods of time as they are not going home as frequently as a day pupil.
- School Council meetings regularly discuss bullying within the School.
- Meetings of House Parents and House Prefects regularly discuss bullying within the House.
- There is close cooperation between School and House staff:
  a) House Parents are informed of issues and incidents in the classroom and the wider School, and are informed of bullying incidents as soon as possible
  b) House Parents report to other staff in the School issues and incidents involving individual pupils
  c) there is effective and close liaison between the Medical Centre and both the House and School staff.
- Record-keeping on the welfare and development of individual pupils:
  a) is efficient and well-maintained
  b) is sensitive to individual changes
  c) includes all relevant information to provide staff with information about welfare at all times
  d) enables staff to spot changes in the well-being of individuals in time to take appropriate action.
- House and School Prefects are monitored to ensure that their responsibility is properly exercised.

- Houses have an Incident Log for noting significant events which need to be monitored and known to other members of the House staff team. House Parents must keep Incident Logs up to date.
- The Assistant Head Pastoral monitors House Incident Logs regularly.
- All incidents are reported to the Deputy Head Pastoral, Deputy Head Academic and/or the Assistant Head Pastoral.
- The data collected is regularly analysed to identify any potential trends and to evaluate the effectiveness of the approach adopted.

Procedures for dealing with allegations of bullying

Our initial concern is to prevent bullying rather than to just punish the bullies. All pupils are aware of bullying and its impact through PSHEE sessions and our School IDEALS encourages pupils to respect each other. However, bullying is a major offence and will be dealt with firmly. A member of staff who witnesses bullying must deal with the incident immediately and directly to make it clear that the behaviour is unacceptable. They must report what has happened to the appropriate line manager.

In a case where bullying has occurred our action will be:

➢ To support the victim in any appropriate way
➢ To educate the instigator, for their own sake as well as for others
➢ To deter the instigator, usually by the use of firm (appropriate) discipline.

Extreme or persistent bullying will be dealt with by the Headmaster who, if necessary, may exclude the offender. Individuals may also be seen by the Deputy Head Pastoral, Deputy Head Academic and/or the Assistant Heads Pastoral and Academic who will also speak to the instigator or the victim if appropriate. In some cases, it may be appropriate for the instigator to undertake an anti-bullying project in order to educate themselves and contribute positively to the School community or for the victim to receive help, for example through the Peer Mentor scheme, or seek external counselling.

Where there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, 'significant harm' a bullying incident will be addressed as a child protection concern under the Children Act 1989. In the event of such disclosures about pupil-on-pupil abuse all the children involved, whether perpetrator or victim, are treated as being' at risk'. Where this is the case, staff must discuss their concerns with the Designated Safeguarding Lead (DSL) who will report the concerns to Surrey Children's Services and work with them and other relevant external agencies as to the appropriate action to take, including the timing of informing parents. Parents will be informed as soon as possible, unless it is not in the best interests of the child to do so.

Any pupil being bullied or knowing that someone is being bullied (by whatever means, and whether or not the bullying has occurred inside School) should report what is happening to a member of staff within the School or parents/guardians. The following are available:

- House Parent, Head of Year, Tutor or any other teacher
- a member of House Staff
- a senior pupil
- the Independent Listener

- a School Doctor or a Nurse in the Medical Centre
- the Headmaster, Deputy Head Pastoral, Deputy Head Academic, Assistant Head Pastoral and Assistant Head Academic ⬜ the Lead DSL or Deputy DSLs

Any pupil in this situation is also advised to try to stay calm and appear to be as confident as possible, not blame themselves for the situation, address those who are displaying bullying behaviours by telling them firmly and clearly that they would like them to stop such behaviours, move away from the situation, save any digital evidence and report the incident to one of the adults listed above.

A pupil may also wish to contact:
- Surrey Children's Single Point of Access (C-SPA 0300 470 9100)
- ChildLine (0800 1111)
- Dept for Education (03700 002288)
- The Children's Commissioner Help at Hand service (freephone 0800 528 0731) https://www.childrenscommissioner.gov.uk/help-at-hand/

A victim or a witness of bullying may be uncertain about taking this step, for a variety of reasons: a) they are afraid of 'telling tales'
b) they do not want the instigator to be punished
c) they are afraid of what the instigator will do
d) they have become demoralised and feels that they do not deserve any better.

There should be an atmosphere within the School which encourages pupils to be completely open regarding bullying. Moreover, pupils should be encouraged to realise that it is always better to tell someone, because:
a) sharing what is happening will help the victim to deal with his feelings
b) bullying thrives on secrecy – it is best dealt with by being brought into the open
c) it may save other people from becoming victims of the same instigator.

If an incident of bullying is reported, the following procedures are adopted:

- The member of staff to whom it was reported or who first discovers the situation, will immediately control the situation, reassure and support the pupils involved.
- If the report has been made by a parent rather than the child, staff understand that a parent may be angry and upset in such situations. Staff will keep an open mind throughout such discussions.
- The member of staff will seek to establish what has happened, who was involved, where it happened, whether there were any witnesses and whether this is a pattern of behaviour.
- He/she will inform an appropriate member of the SLT (the Headmaster, the Deputy Head Pastoral or the Deputy Head Academic), Head of Year and House Parents as soon as possible, or their line manager. A decision will be taken by the SLT member as to the best people to interview the pupils concerned.
- The victim will be interviewed on his/her own and potentially asked to write an account of events.

- The instigator, together with all others who were involved, will be interviewed individually and potentially asked to write an immediate account of events.
- Where appropriate, witnesses will also be interviewed.
- The members of staff carrying out the interviews will take into account any relevant specific SEND needs of the pupils involved and will adjust their approach accordingly.
- These interviews will be recorded in the relevant House/Year Incident Log, together with action taken in the case as a whole.
- The incident should be recorded and signed and dated before it is given to the SLT member. All records of bullying are held securely.
- The member of SLT will inform the Tutors, Head of Year and House Parents of both the instigator(s) and the victim(s) as soon as possible. In very serious incidents, the Headmaster should always be informed.
- The parents/guardians of all parties should be informed by the Head of Year or House Parents (as appropriate) and invited into School to discuss the matter. Their support should be sought.
- The victim will be interviewed separately from the alleged instigator. It will be made clear to him/her why revenge is inappropriate. He/she will be offered support to develop a strategy to help him or herself.
- The alleged instigator of the bullying behaviour will be interviewed separately from the victim, and it will be made clear why his/her behaviour was inappropriate and caused distress. He/she will be offered guidance on modifying his or her behaviour, together with any appropriate disciplinary sanctions as set out in the School's Behaviour Management Policy; for example, detention, withdrawal of privileges or suspension. In particularly serious and/or persistent cases, the instigator should expect permanent exclusion.
- In some cases, where it is felt that bullying has taken place, the action in the first instance may not be disciplinary. It may sometimes be the case that the instigator genuinely has not recognised the distress caused to the victim by his/her behaviour. It may also be judged preferable to issue a warning before sanctions are applied. Regardless of whether disciplinary action is taken, an educative response to the incident must be made. The motivations behind the bullying behaviour will be considered paying attention to whether it reveals any concerns for the safety of the instigator. Where this is found to be the case the child engaging in the bullying behaviour will also need appropriate support.
- A way forward, including disciplinary sanctions, will be agreed. This will recognise that suitable support is needed both for children who are being bullied and for pupils who bully others, as well as dealing with appropriate disciplinary measures in accordance with the School's Behaviour Management Policy. A meeting involving all the parties, with close staff supervision, could be helpful in developing a strategy for all concerned to close the episode.
- House Parents/Head of Year should consider sharing information with some or all colleagues and with potentially with pupils, in order that they may be alert to the need to monitor certain pupils closely.
- A monitoring and review strategy will be put in place.
- In very serious cases, and only after the Headmaster has been involved, it may be necessary to make a report to the Police or to Children's Services. The School may exclude a pupil, either temporarily or permanently, in cases of severe and persistent bullying and in the event that the support put in place for the instigator of the bullying behaviour does not result in the modification of behaviour to an acceptable level.
- If the victim does not feel that the procedure set out above has resolved the issue, they should inform either the Headmaster, the Deputy Head Pastoral or the Deputy Head Academic.

- If the victim's parents do not feel that the procedures detailed above have resolved the issue they should follow the procedure laid out within the School's Complaints Policy.

Cyber bullying

Cyber-bullying refers to any form of bullying that takes place using electronic technology, for example text messaging, images or video-clips, email, chat rooms, social media or gaming activities, instant messaging, web logs, online personal polling sites, social networking sites, blogs, chat rooms, personal websites and so on. The opportunities for bullying within this sphere are growing as the technology becomes more powerful.

Cyberbullying can develop speedily, occur at any time of the day, has a potentially bigger audience, can draw bystanders in, and can initially appear to be anonymous. The types of negative behaviours that can occur include threatening behaviour, trolling, blackmail (including revenge porn), negative comments, grooming, use of fake profiles, hacking accounts and tagging photos with derogatory comments.

It should be noted that responsibility for allowing offensive material to remain on an internet site rests with the person who set up and owns the site, as much as with the author of any bullying material. Hence, there are implications for any pupil who creates opportunities for others to post negative comments about a third party.

It is recognised that both staff and pupils can be victims of cyberbullying.

The School has the following safeguards in place:

1. All pupils and members of staff are required to abide by safe online behaviour as part of the Computer Access Policy.
2. All e-communications used on the School site or as part of School activities off-site are monitored.
3. All access to the Internet by pupils is filtered and bars are placed on a variety of unsuitable websites.
4. All pupils are made aware of the policy with regard to the use of mobile technology.
5. The PSHEE programme includes modules on bullying, including cyber bullying.
6. Members of staff are aware of the need to be vigilant and to act accordingly when a problem arises.
7. Members of staff are able to confiscate electronic technology from pupils if the technology is being used inappropriately
8. The School's Searching Screening and Confiscation Policy applies to electronic devices.

The Police will always be informed of serious incidents involving cyber bullying, pornographic images of a child or extreme pornographic images.

This policy has been written with reference to the following DfE publications: Preventing and Tackling Bullying (July 2017), Cyberbullying: Advice for Headteachers and School staff (Nov 2014); Behaviour and Discipline in Schools (2016 and 2020 updates) and should be considered alongside the School's Safeguarding Policy as part of the School's safeguarding procedures.

Advice to Parents and Parental Education:

We encourage all parents to take an active interest in their child's social life and discuss their friendships and how free time is spent. We also advise all parents to encourage their child to report bullying, either of themselves or others. If a parent thinks that their son or daughter or any pupil is being bullied they should contact their House Parent or Head of Year at once. The School contract makes clear that only the highest standards of behaviour are acceptable.

Appendix One: Further definitions and signs of bullying behaviour

In very serious incidents, a single action can constitute bullying behaviour. When the harmful activity is on-line (e.g. on social media), a single action can have a repeated impact, so harmful and/or offensive behaviour on-line does not need to be repeated over time to constitute bullying.

Bullies usually intend harm to their victims, but an unintentionally harmful action can constitute bullying if its effects are sufficiently severe, and/or if the action is contrary to "common sense" and/or if it would have been reasonable to predict that the action would be likely to cause harm/offence.

Bullying has serious consequences that can be physical (e.g. bruises, scratches), emotional (e.g. misery, despair) or psychological (e.g. depression or mental breakdown). Some people who have been bullied have attempted suicide.

Bullying may be:

- Physical (e.g. hitting, kicking, spitting);
- Verbal (e.g. teasing, spreading rumours);
- Indirect (e.g. excluding someone by not talking to them or leaving them out of a group);
- Manipulative (e.g. getting someone else to tease or hit someone);
- Involve complicity in someone else's action (e.g. as a bystander who looks the other way);
- Take place in cyberspace, on social network sites, or by sending text/voicemail messages.

Physical Bullying may involve:
- Hitting or kicking someone;
- Jostling, shoving, pushing someone;
- Spitting at someone;
- Invading someone's body space;
- Physically humiliating someone (e.g. by "de-bagging" them);
- Taking, damaging or hiding someone's property;
- Invading someone's living space or intruding on their bed-space.

If physical bullying involves assault, actual bodily harm or wounding it is a criminal offence.

Verbal Bullying may involve:
- Spoken comments;
- Written notes;
- Emails or text messages;
- Improper use of snapchat, Instagram, Facebook and similar social media;
- Phone calls;
- The defacing of notices;
- Name-calling, spreading rumours, publicly blaming someone for something they haven't done;
- Circulating unflattering drawings or photographic images of someone.

Indirect or Manipulative Bullying may involve:
- Ostracising a fellow pupil by refusing to sit alongside him/her in class, in the Dining Hall, etc. (or by moving away when he/she comes and sits down);
- The manipulation of social networks to ostracise, marginalize or intimidate individuals;
- Publishing photographs or images of someone that are intended to occasion mockery or gossip;
- Encouraging others to become the agents of physical or verbal bullying against one's intended victim.

Bullying characterised by racism, sexism, homophobia and the exploitation of disability may involve:

- Spoken comments about someone (their friends or a member of their family), or about some group of pupils;
- Written notes about someone (their friends or a member of their family), or about some group of pupils;
- Emails, web postings or text messages about someone (their friends or a member of their family), or about some group of pupils;
- Phone calls about someone (their friends or a member of their family), or about some group of pupils;

Sexual Bullying may involve:

- Bullying that seeks to hurt people by drawing attention to their body shape, hair colour, manner of dress, alleged sexual attractiveness (or lack of it), close friendships (or the absence of intimate relationships in an individual's life);
- Physical action of a sexually intimidating nature (by the invasion of body space, inappropriate touching);
- Spreading rumours about an individual's lifestyle (or the lifestyle of a close friend or relative);
- Spoken comments, written notes, emails, web postings, text messages, phone calls about someone (their friends or a member of their family), or about some group of pupils;

Bullying focused on religion, culture or family background may involve:

- Spoken comments, written notes, emails, web postings etc. that highlight an individual's religion or culture with the purpose of mocking them for cultural or religious difference;
- Comments, web postings etc. that mock a particular religious or cultural tradition for the purpose of discomforting an individual or group at the School;
- Pejorative religious or cultural descriptors;
- Gossip about an individual's family circumstances, spreading stories about (for example) his/her being adopted, a parent in a same-sex relationship, a relation in the news for negative reasons.

Electronic or Cyber-bullying may involve:

- Sending abusive, insulting or malicious text messages;
- Sending abusive, insulting or malicious e-mails;

- Posting abusive or malicious messages on websites, using blogs, personal websites, on-line personal polling sites etc.;
- Posting on a social network site facts or photographs of someone with the intention to embarrass or belittle them in the eyes of others;
- Indulging in malicious or spiteful conversations in chat-rooms;
- Spreading abuse, malice or scurrilous gossip by other electronic means;

- Hacking into social networking sites and removing personal material;

- Filming fights or assaults (e.g. "happy slapping" clips) using mobile phone cameras and circulating these using cell phone networks or e-mail;

- Making repeated silent calls to a mobile phone or leaving abusive messages on voice mail;

- "Fraping" (using a pseudonym or someone else's telephone or e-mail account) for anonymity when indulging in bullying.

Sharing nudes or semi nudes, sexting are terms given to the practice of sharing sexually explicit images or texts (youth produced sexual imagery). It is now a frequent part of teenage life. In 2018 the NSPCC and LGfL Digisafe undertook a UK survey of children's experiences online. Of the primary school children surveyed, 1 in 20 had been sent a naked or semi naked image by another young person. Of the secondary school children surveyed, 1 in 8 had been sent or shown a naked or semi-naked image by another young person. Circumstances in which pupils might share nudes or semi-nudes with one another vary. Where school pupils under 18 years of age are involved this practice is always illegal.

Pupils must also understand that:

- Sending someone your sexualised image, when you are under 18, is bullying – it is an action with threatening character because the recipient could face severe legal consequences and it causes anxiety;

- Passing on a sexualised image of any person under 18 is bullying – it is an action that threatens the recipient *and* one that demeans the person pictured. It is a cause of anxiety;

- Sending a sexualised image to try and initiate a romantic relationship is bullying – it is threatening, offensive action. It causes anxiety.

It is illegal in the UK to publish or download a sexual image of someone under 18 even when it is the child him/herself who created and posted the material online.

Signs of bullying:

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

- Unwillingness to return to School
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Expression of anxiety about their appearance; their clothing, hair, body shape etc

- Diminished levels of self confidence
- Frequent visits to the Medical Centre with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults

- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- A sudden drop in academic performance
- Running away
- Suicidal ideation

Useful web sites

Parents and pupils may find some of the following links useful.

CEOP   www.ceop.police.uk

CEOP for pupils   www.thinkUknow.co.uk

Childline   www.childline.org.uk

Internet Watch Foundation www.iwf.org.uk

Anti-bullying Alliance   www.anti-bullyingalliance.org.uk

Kidscape   www.kidscape.org.uk

Stonewall   www.stonewall.org.uk

Show Racism the Red Card https://www.theredcard.org/

CLO and HLR

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