

Winchester House School

Anti-bullying Policy

Key Facts

- Definition of bullying
- Aims of this document
- How Winchester House deals with bullying proactively and reactively
- Types of bullying
- Restorative processes and punishments for dealing with bullying
- Information on cyberbullying

This policy involves the whole School community and should be read with, and considered an extended part of, the School's Child Safeguarding Policy. It applies to the Early Years Foundation Stage in its principles and many of its practices. In respect of the latter, however, as appropriate to the age of the children involved, the Head of Pre-Prep and Head of EYFS may use their professional judgement to make some suitable adjustments.

This policy is also adopted by the boarding community as appropriate and supports the communal ethos therein. This policy also has regard to the Preventing and tackling bullying_ Advice for headteachers, staff and governing bodies (July 2017).

Version 2

Responsible Governor: n/a

Last reviewed: 6th May 2019 (DJ)
25th June 2021 (AVM)
18th January 2022 (SL)
15th March 2023 (SL)

Adopted by Governors: n/a

Next review due: 15th March 2026 (Deputy Head Pastoral)

Introduction

This Policy should be read in conjunction with the Behaviour Policy and the safeguarding suite of policies. All children have the right to an educational environment where they feel safe and which is free from harassment and bullying. This right is enshrined in the United Nations Declaration of the Rights of the Child which states that a child should have “the right to go to school...to play and to have an equal chance to be what they are and learn to be responsible and useful – irrespective of their race, colour, sex, language, religion, political or other opinion....not to be harmed and to be brought up in a spirit of peace and friendship”.

All members of the School community are expected to contribute to this culture of safety by treating each other with dignity and respect. As such when we will often refer to individual rather than child or student, because every member of our community including parents and has the right to expect the same treatment.

Definitions

Winchester House adopts the following definition of bullying:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying is not the same as a conflict. It is an unbalanced situation where one student has more power than the other and uses that power to intimidate, humiliate, and wound the other student. Peer mediation or other types of group counselling are not effective in bullying situations.

It should be noted that this policy should be read in conjunction with Winchester House School Safeguarding Policy as under the Children Act 1989 a bullying incident should be addressed as a child protection concern where there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’.

The School will work with the wider community such as the Police and children’s services where bullying is particularly serious or persistent and where a criminal offence may have been committed.

Aim

The aim of the anti-bullying process is to repair hurt and restore relations. This will be done through supporting, reassuring and consoling the child(ren) targeted and through educating the bully(-ies) and the wider peer group through open restorative processes where deemed appropriate or a more tailored approach as may fit the individuals concerned and the particular situation.

Legal responsibilities

A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it

- foster good relations between people who share a protected characteristic and people who do not share it.

In addition Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.

In addition to the duties in relation to pupils with disabilities under the Equality Act, schools also have duties under Part 3 of the Children and Families Act 2014 to ensure that pupils with special educational needs engage in the activities of the school together with children who do not have special educational needs.

Starting point

Winchester House subscribes to the notion that no school can truly say that, over any meaningful period of time, it is free of bullying-type behaviours. Bullying-type behaviours of various sorts will naturally manifest themselves in a wide range of children as they test and learn social boundaries and principles and as their gradually maturing brains allow them to try to manage impulsive urges and, for example, help them to cope with a blow to their self-esteem without reacting negatively towards others.

Within the definition of bullying itself, however, two notable words are 'repeated' and 'intentionally'. There are all sorts of ways in which a child can upset another; they do not all constitute bullying. They will, however, all be taken seriously.

Winchester House is a learning community and this guides our approach to dealing with instances of bullying-type behaviours and bullying. First and foremost will be the needs of the child(ren) who has been hurt and upset. Parallel with this, however, and vital in preventing future repetition, is the educating and learning of the alleged bully(-ies) and the wider community of their peers. For this reason, the Winchester House approach to dealing with bullying and bullying-type behaviours – as laid out below – is a collaborative and restorative educational process which should be as open as circumstances and staff's judgement allow. Where felt appropriate, the 'No Blame' Meeting approach can work well in aiming to achieve these ends as a first measure. See Appendix 2.

There should be no doubt within the community about the seriousness of bullying, both physical and emotional which may cause psychological damage. Bullying on the basis of protected characteristics is taken particularly seriously (see types of bullying below).

As also stated in our Child Protection and Safeguarding Policy and Child on Child Abuse Policy, we have a zero-tolerance approach to abuse and it should never be passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Staff must be open to the fact that 'bullying happens here' and encourage pupils to 'speak out', distinguishing between bullying and 'tattling'.

The duty and power to deal with bullying

The School staff as a whole has a duty to deal with bullying-type behaviours and bullying that may occur at School, in line with this policy. This includes non-teaching staff, who should intervene to interrupt any such behaviour as appropriate, ascertain the names of those involved and pass all information on to the nearest available member of teaching staff.

If serious matters arise, members of staff have the duty to report these to a member of the Leadership Group immediately, preferably the Deputy Head (Pastoral) or the Head.

Bullying behaviour is not just found within school. Bullying can be perpetuated outside of school (including cyber bullying), which might then impact on school life. Section 89(5) of the *Education and Inspections*

Act 2006 gives Headteachers of maintained schools the specific statutory power to regulate pupils' conduct when they are not on school premises and to discipline when appropriate. This legislation does not apply explicitly to independent schools. However, in an age where technology is making it easier to cyberbully and to extend bullying into previously protected areas of a child's day and life, the School will do all that it can to support parents and children alike, wherever and whenever any bullying behaviour occurs.

Types of bullying – these can be found as Appendix 1.

The Anti-bullying process

In involving the whole community in educating against bullying, opportunities should be regularly taken in; assemblies, tutor periods, Circle Time, PSHE lessons, meetings of boarders, meetings of the School Council and designated times of the year such as 'anti-bullying week' to raise awareness of the issue of bullying. In this way, we make sure 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.

Our strategy will encompass:

Education & Prevention
Vigilance & Discussion
Bullying concern raised
Planning / Implementation
Monitoring
Reporting/Recording

Education & Prevention

In order to address it effectively, it is crucial that children at the School develop a good understanding of what constitutes bullying and the many different factors that can both contribute to it happening (e.g. peer pressure) and help to prevent it happening (e.g. understanding others' feelings, knowledge of and compassion towards diversity in society, and what to do if they are bullied or witness someone else being bullied). All Governors, teaching and non-teaching staff, children and parents should have an understanding of what bullying is and be aware of the School's Anti-Bullying Policy, understanding what to do if they believe bullying is happening. The PSHE curriculum and Circle Time lower down the School are the lead vehicles for this education. Tutor time and specific assemblies and meetings also provide opportunities to raise awareness of bullying and how to respond to it.

Notices providing advice on what pupils can do if they are being bullied and providing contact information for services to which they can turn are placed in numerous locations around the School site. The Circle of Support model is also published in the student diaries so they are aware of the different avenues for support. A culture of openness is important so that telling an adult about bullying behaviour is seen as being the responsible and normal thing to do. Children are encouraged to discuss any areas of concern with an adult they trust in school.

Staff training is carried out during Professional Development Days. Training needs may be identified through Performance Management, through changes in policy or as the Pastoral Management Group or Leadership Group identifies the need. In this way, the principles of the school policy are understood. We know where we can draw on sources of support eg Stowe School for specialised skills to understand the needs of our pupils, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils.

A questionnaire/survey about how children perceive bullying and its management in School will be conducted at regular intervals. Following on from this, feedback and discussion will be held with staff and with children. It is vital that any barriers to disclosing are investigated eg 'telling a member of staff will make it worse'. See Appendix 7.

Vigilance & Discussion amongst staff

Staff are naturally vigilant in the course of their duties within and outside the classroom. It is our policy, as class teachers and tutors, to consider all children within the context of our anti-bullying policy before each staff meeting and to raise any concerns as a result, however minor, in particular with the child's tutor, Head

Anti-Bullying Policy

of Section and the Deputy Head/Head of Pre-Prep (as appropriate). Time is devoted at Pre-Prep and Upper School staff meetings to discuss any such concerns. Any significant antisocial behaviour is likely to be addressed jointly, as soon as possible after the event, with the child, the appropriate member of staff and the parent. Staff may record their observations or arising issues on My Concern.

Bullying concern identified

A bullying concern may be escalated if

- Discussions as above indicate further action is required
- Pastoral Staff identify a pattern of behaviour from pastoral records on iSAMS or My Concern
- A child makes a disclosure
- A parent raises concerns

We have a duty of care to act on information so that our community feels safe at all times. At this point a lead member of staff will be appointed.

Planning/Implementation

It may be that, following discussion, it is deemed that the only further action necessary will be to continue to monitor and report back to future meetings until staff are agreed that the matter is completely resolved.

There are times when we as a School have to investigate an incident. This may involve a member of staff talking to one or more children depending on the circumstances and will involve:

- Talking with the person who has experienced the bullying behaviour to establish the impact the unkindness has had on them as well as collecting facts. Agree with the child how you are going to move forward and support them.
- Talking with the alleged perpetrator/s
- Talking with witnesses and bystanders
- Staff observations

When a concern is proved to have substance, a plan is agreed to correct the situation and to lay positive foundations for the future. The agreeing and implementing of such a plan must be a priority for those staff involved. In the first instance, and in the absence of it being stated otherwise, the teacher/Tutor of the victim will usually take the lead in any actions / communications given below:

- The trust of the victim must be secured and they must be happy for the bully/ies to be approached in order to help resolve the situation.
- Which staff are involved in devising the plan of action depends on the seriousness of the case in hand. At all times, the Teachers/Tutors of the children directly involved must be involved in agreeing such a plan.
- Other staff who might be involved in the first instance include the Head of Pre-Prep, Heads of Section, a Houseparent, the Deputy Head (Pastoral). (This is not an exclusive list.)
- The wider staff body will be consulted on drawing up a plan of action as appropriate.
- Any such plan of action will be communicated to those staff needed to help implement (e.g. those on lunch duty, Games takers, relevant subject teachers) as soon as it is agreed and to the staff as a whole at the next staff meeting.
- Parents of the victim and bully/ies will be informed of the plan at this point and their support enlisted. Details of how the incident will be dealt with by the School and the support available to all parties should be provided. It should never be that only one set is informed. When the parents are informed should be agreed by the staff involved with the plan of action. The teachers/Tutors of the respective children will co-ordinate their telephone calls so that if the parents make contact with each other independent of the school, information has been shared uniformly.

The plan may involve individual or group pastoral sessions with a trusted member of staff (including the Wellbeing Mentor or Teaching Assistants) working through scenarios, discussing feelings etc.

A key part of the plan must be education, where those involved are reminded of the WH Way and previous learning on the subject of bullying to identify their actions as such. It may be necessary to re-educate groups or plan different PSHE lessons for classes/year groups etc for instance. The role of the bystander in order to create a culture of intolerance to bullying cannot be underestimated.

If a problem persists, the parents of victim and bully/ies *will* then be informed (if they have not already

been). Depending on the nature of the situation and reasons for the problem persisting, this may be done by the respective Tutors, Head of Section or Deputy Head (Pastoral). The parents' support will be enlisted as part of an integrated second stage to the original plan and a copy of the plan (revised as necessary) provided for them.

The integrated approach must, above all, be presented to all concerned as a positive exercise with a defined aim. Any punishment deemed appropriate will be the responsibility of the School and will be implemented promptly by the Head / Head of Pre-Prep at the time of discovery in accordance with the Behaviour Policy.

Reporting/Recording

My Concern offers the opportunity for incidents of bullying to be recorded as pastoral concerns, for all children involved to be cross-referenced, and for actions taken to be dated. Wherever possible we should distinguish on the concern if we consider the bullying to be based on protected characteristics. This should be the main record of bullying concerns. This may be supplemented by any related letters, minutes of staff meetings, any additional records of phone conversations (to be kept by the Tutor) and any other file notes. Any agreed plans of action will be recorded as 'Follow Up Action' on My Concern as appropriate. Plans of action will be shared with parents as described above and if they request them having not formally been involved in the plan originally.

It is important that copies of the different types of bullying-related correspondence listed above are updated on My Concern or emailed Deputy Head (Pastoral) who will keep a separate central log of bullying incidents on My Concern to facilitate the finding of relevant information.

Monitoring

Teachers/tutors of those children directly involved should support/monitor and record their children's views on the ongoing success of the plan informally and daily. It must also be agreed when the success of the plan will be reviewed and this will not be more than a few days following implementation. If a plan is not having swift success, then it is not meeting the victim's needs. In the meantime, the

Updates to the staff will be given via weekly staff meeting and parents will be contacted as necessary as laid out above.

By categorising bullying incidents, it will enable the School to monitor our success in meeting other standards such as instilling values of tolerance and respect.

Further incidents

Should it become clear that initial discussions, agreed plans of action and, where they have been applied, punishments have failed to resolve the situation and that bullying continues, then the following procedures will be adopted:

- The bully/ies will be spoken to by the Head/Head of Pre-Prep to make it clear that the issue is now more serious and that more stern sanctions now take effect. A second member of staff should be present and the bully may have a friend with him/her.
- At the same time, parents of the bully/ies are to be informed that their children have had the position explained to them. This can be done in person, by telephone or, if necessary, by e-mail or mail. (Parents will already be aware of the situation's development through their involvement in the integrated plan of action.)
- A meeting between parents, Head/Head of Pre-Prep and bully/ies can be called at this stage. A second member of staff should be present. Any relevant documentation should be available to all at the meeting. The meeting should be minuted and copies made available to all present.
- At each escalated step in this process, additional support must be put in place to help the perpetrator to manage themselves in a more positive way and change their behaviour.

It is essential at this stage that both parents and bullies are made aware of the consequences of a further incident of bullying.

- Another incident is likely to result in one week's suspension from the School, following which further bullying is likely to result in permanent exclusion from the School.

Sanctions

Any sanctions deemed appropriate will be the responsibility of the School and will be implemented promptly by the Head / Head of Pre-Prep at the time of discovery. Appropriate sanctions for bullying are covered in Appendix 3.

Appendix 1 - Types of Bullying

Bullying can be:

Verbal

Name calling, offensive comments about looks / colour / shape / nationality / family / skills / intelligence; teasing, sarcasm, spreading rumours, mocking, imitating;

Physical

Hitting, pushing, pinching, kicking, punching, any physical contact which causes discomfort or distress, gestures;

Indirect

Exclusion, subject to malicious rumours or gossip, hiding or taking belongings;

Cyber

Threats / unpleasant comments via text messages, e-mail, social networks and websites (e.g. Instagram, Facebook). Posting photos or video clips against wishes. **(See Appendix 4 for more details on cyberbullying;)**

Sexual

Unwanted physical contact, sexually abusive comments, focusing on the issue of sexuality;

Examples of prejudice-based bullying

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences.

This can lead to prejudice and discriminatory language or behaviour, including racism, sexism, homophobia, biphobia or transphobia. 'Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance.' According to research, anti-bullying work which clearly addresses the particular needs of vulnerable or minority groups is more effective. In order to respond effectively to incidents as they arise, we must also address the root cause of prejudice. To address the years of unfavourable treatment experienced by some groups, The Equality Act 2010 makes it unlawful to discriminate against people with a 'protected characteristic'. These are:

Age

Disability

Gender reassignment

Pregnancy and maternity

Marriage and civil partnership

Race

Sex

Religion or belief

Sexual orientation

Gender, sexual orientation and homophobic

Remarks, written or spoken, inferring personal criticism based on the above. eg "You're such a girl!" to a boy; "You're gay!" etc;

Racial

Gratuitous and offensive remarks about race, ethnicity or nationality (even those not directed personally at an individual but intended to hurt or discriminate);

References To Disability

References to those with disabilities intended to hurt, humiliate or exclude.

Appendix 2 - 'No Blame' Meetings

It can be unhelpful to label children 'victim' and 'bully' insofar as they might conclude that this is how they are being defined. Consequently, in the process below, Child A will be used for the child or children being targeted and Child B for the child or children doing the targeting.

In the first instance of a particular combination of children showing/experiencing bullying-type behaviour or bullying, the following steps may be taken, usually by the tutor of Child A, if the situation – in the judgement of those staff dealing with it – might be suited:

Education and restoration

- 1) The trust of Child A in the support available and the forthcoming process should be gained.
- 2) The children involved, including any who have witnessed the behaviour, should be ascertained.
- 3) Child A, Child B and any witnesses to the behaviour should be brought together at the earliest opportunity for a 'no blame' meeting.

The 'No Blame' Meeting:

At a 'no blame' meeting, staff should allow the children to speak *uninterrupted* by others. The meeting should be used as an educational opportunity. In most instances, the meeting need take no longer than 5 minutes.

- i) Child A is asked to express and explain the problem and how it makes them feel. They should do this using 'I' statements as much as possible. e.g. rather than saying, 'You always exclude me from playground games and call me unkind names,' they say, 'I'm very upset because I'm being excluded from playground games and being called unkind names.'
- ii) The member of staff summarises/repeats Child A's words and checks the summary is correct.
- iii) The other children (any witnesses and Child B) are openly invited to suggest a solution to the problem. The emphasis should be on addressing Child A's feelings, not on what has or hasn't happened. Feelings cannot be denied. The member of staff may have to gently guide this, but it's important the children should lead as much as possible. Through this part of the process what the witnesses have seen and any blame will largely remain implicit. Once an agreement has been reached, the member of staff clearly repeats the agreed solution back to the children. If the solution involves an apology being made, this should be done before the children are allowed to leave.

Communicating to staff / recording

- 4) The member of staff notes the meeting as a 'Pastoral' incident on iSAMS, under the name of Child A, linking in Child B, and the agreement is noted. If the member of staff feels it appropriate, an update on the situation can be provided at the next staff meeting.

Monitoring

- 5) For approximately one week, Child A's Tutor will check daily with them on the progress of the agreement reached. For approximately one week, Child B's Tutor will check daily with them on the progress of the agreement reached. The Tutors should liaise over addressing any issues arising.

Any repetition after a 'No Blame' Meeting:

On a repeated instance of a particular combination of children showing/experiencing bullying-type behaviour or bullying, or of Child B manifesting the same behaviour towards another pupil, procedures should be followed as in the policy above to draw up an integrated plan of action.

Appendix 3 - Appropriate Sanctions

(These should be applied with regard to age of children and frequency of offence.)

- Reflection time - to reflect on what went wrong. (How could I have avoided getting into this situation? How could I have handled this situation better? Did I mean to hurt him/her? How can I make him/her feel better?) To take place with tutor/Head of Section or Deputy Head
- The issuing of Minus Points
- Withdrawal from favoured activities, (to include some attention to the questions asked above)
- Loss of break-times for an agreed period (as above)
- Referral to Head of Section and/or Deputy Head
- Parental meetings
- After school detention
- Internal suspension/1 to 3 day suspension

In the case of persistent bullying / failing to respond to an agreed plan of action

- Referral to Head
- Suspension 3+ days
- Suspension from boarding (if appropriate)
- Permanent exclusion

For details of sanctions for cyberbullying, see the last section of Appendix 4.

At a glance guide

| | | |
|---|--|--|
| When a concern of bullying or allegation is made. | | |
| <ol style="list-style-type: none"> 1. Investigate 2. Appoint lead member of staff 3. Decide level – this must take account of motive, fear, intimidation and balance of power as well as any individual acts. 4. Give appropriate sanction and make plan 5. Record & monitor on My Concern | | |
| Yellow | No clear outcome - perhaps roles are blurred but relationships are tense | No sanctions but regular teacher check ins and staff observations particularly perhaps at break times, when lining up, changing rooms, eating lunch etc |
| Amber | Evidence of persistent unkind behaviours. The behaviours have moved on from Yellow level. | Time out.” Sitting quietly, in isolation, to reflect on what went wrong. (How could I have avoided getting into this situation? How could I have handled this situation better? Did I mean to hurt him/her? How can I make him/her feel better?) <ul style="list-style-type: none"> • 3/5 Minus Points • Withdrawal from favoured activities, (to include some attention to the questions asked above) • Loss of break-times for an agreed period (as above) Detention with SLT |
| Red | Clear bullying and unhealthy balance of power where there is sustained physical or psychological fear. The unkindness has not stopped at the amber level. Consider if this needs to be escalated to a more serious safeguarding level for DSL/Governor involvement | <ul style="list-style-type: none"> • A period of internal suspension (for one or more days, as deemed necessary) • Suspension from boarding (if appropriate) • 1 week’s formal suspension from school • Permanent exclusion Add to exclusion log |

Appendix 4 - Cyberbullying

Cyberbullying involves the use of one or more of any number of electronic devices / platforms, often involving the internet, to write – or possibly film and post online – unkind and hurtful comments about an individual.

Unlike other forms of bullying, cyberbullying can follow children and young people into their private spaces and outside school hours. Cyberbullies can communicate their messages to a wide audience with remarkable speed, and can often remain unidentifiable and unseen.

What the School will do to help prevent cyberbullying:

Pupils, parents and staff will be made aware that protecting pupils against bullying via mobile phone or the internet is an important part of the School's anti-bullying policy; this policy will be regularly updated and the School will ensure it has sufficient knowledge to deal with cyberbullying.

Mobile devices are currently not permitted in school, save for a very small number of boarders who have special permission. Their phones are kept securely by the houseparents and so boarding staff are aware of when these boarders have them in their possession in the course of an evening.

Pupils will be made aware that cyberbullying committed outside School will be treated with the same seriousness as if it were in School.

Pupils will be made aware that cyberbullying can frequently involve breaking the law by 'publishing' inappropriate images or defamatory comments.

Serious sanctions will be used against cyberbullies: in addition to restricting their access to all forms of communications technologies in School, parents will also be asked to do the same at home.

All e-communications used on the School site will be monitored; all pupils from Year 2 will be required to sign a declaration that they will use the internet and communications technologies responsibly.

Internet blocking technologies against harmful sites will be put in place at School and continually updated. This may include social networking sites as deemed appropriate.

Through PSHE lessons, awareness raising sessions, and information to both pupils and parents, pupils will be taught about the risks of communications technologies, the consequences of their misuse, and how to use them safely. From time to time parents will be invited to workshop sessions.

The School will work with the police and other partners in education and child protection to a) raise awareness of cyberbullying b) take all reasonable steps to prevent it and c) impose appropriate sanctions if it is discovered.

Sanctions against cyberbullying

Cyberbullying can be every bit as pernicious as other forms of bullying and in fact has the ability to reach children in places and at times when they would otherwise feel safe. It therefore has the potential to be even more invasive and affecting than other forms of bullying. These facts will be among the full circumstances taken into consideration when deciding upon an appropriate sanction.

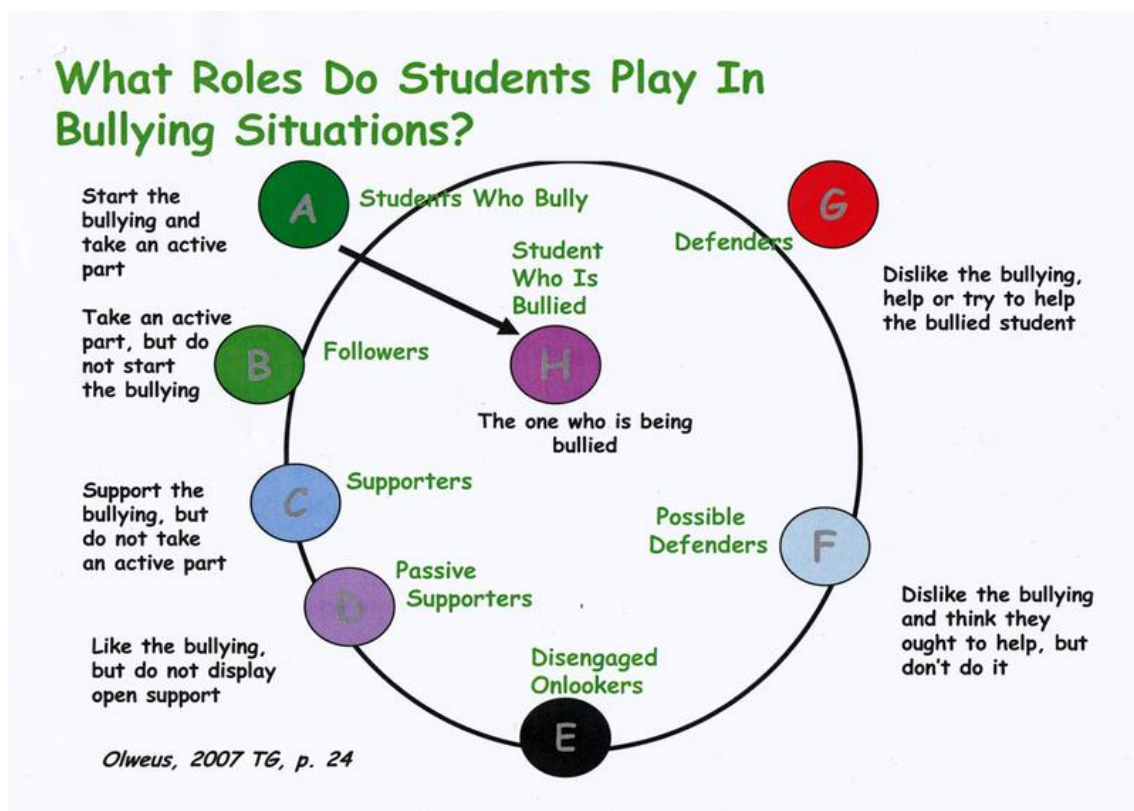
The following points stand in addition to those sanctions available in the Behaviour Policy:

- In the majority of instances of cyberbullying, whether in or out of school, parents will be informed and required to attend a meeting with their child to discuss the issues at stake and any punishment that may be deemed appropriate.

- Material used in cyberbullying, e.g. obscene images or messages, will usually be shown to parents with their child present.
- Access to all information technology at School will be denied for an indefinite period at the discretion of the Head. Parents will be requested to take the same steps at home.

Naturally, the full range of sanctions is available, although it is likely that more serious sanctions will be employed when dealing with cyberbullying

Appendix 5 Pictorial diagram of bullying



Appendix 6 - USEFUL GUIDANCE TO SUPPORT CHILDREN

Advice to children if you think you are being bullied:

- Walk calmly away from the situation if you can, without retaliating
- Tell someone what has happened, even if you have been warned not to
- Remember that there are likely to be others being bullied by the same person and so you will be helping them too by talking about your experience
- Do not blame yourself
- If it feels safe to do so, use your "Personal Power" to say you would like them to stop

Advice to children if you see someone else being bullied:

- Make sure that you do not get involved in the bullying as an easy way out of the situation
- Becoming an Upstander - moving from silence to action. Bystanders contribute to the problem of

bullying while Upstanders stop the problem. Research shows that others speaking out or taking action can stop bullying behaviour in over half of cases within seconds.

- Tell a trusted adult what you have seen to help stop the bullying behaviour
- Do not ignore it – think how you would feel in the other person's position
- Remember that bullying doesn't go away by itself
- Find a teacher and explain what you have seen/heard
- Remember that we are all responsible for maintaining the culture we would like

Advice on how to try to avoid being bullied:

- Be friendly – friends can help you
- Think positively about yourself – praise yourself every day for something
- Don't make unpleasant remarks about anyone, even if you intend them as a joke
- Practise using your "Personal Power"

Advice on how to avoid being a bully:

- Talk about problems rather than taking them out on someone else.
- Try to avoid confrontations – find somewhere to cool down.
- Think before you act or speak: might your words or actions hurt or upset anybody?
- Think very carefully before sending a text message, an email or posting on social media: could this hurt or upset anybody? Could it be misinterpreted?

How parents may help:

- Understand the definition of bullying so that you can identify behaviours which your child talks to you about either in themselves or their friends
- If your child tells you they feel they are being bullied, talk with them about ways in which together you can let someone at School know how they are feeling and what has been happening. The School will not tolerate bullying and we will listen to the child and do everything we can to remedy the situation
- Listen to your child carefully as they tell you their experience and how it is making them feel
- If your child does not wish to talk with you about it, suggest that they talk to an adult they trust in School, or some older children may choose to phone Childline
- If you suspect that your child is being bullied or is feeling unhappy about something, please contact their Teacher/Tutor, Head of Section, Houseparent, a Deputy Head, The Head of Bradshaw (Pre-Prep) or the Head, and please also encourage your child to do the same. It is important to talk about a problem, and is something which may not feel easy the first time. We do not recommend contacting another child's parents or talking with other parents.
- With older children, talk to them about what they are doing on the internet, and try to keep the lines of communication open. Learn about the sites they are using and talk to your child about being safe online (See www.childnet.com for advice to look at together with your child).

Appendix 7 - Barriers to speaking up ([from Very Well Family](#))

- Shame and Embarrassment

Bullying is about power and control; being targeted can cause kids to feel powerless or weak. For many kids, this dynamic creates feelings of intense shame and embarrassment. Sometimes kids are bullied because of something they are already sensitive about, such as a physical attribute. In other cases, the mistreatment may take the form of an accusation about something they did. In either instance, they will often be too embarrassed to discuss it with anyone.

- Retaliation

Often, kids feel like reporting a bully won't make a difference.⁵ Not only do they feel powerless, but they also worry that the bully will only make their lives worse if they speak up. Many kids prefer to weather the storm alone than risk escalating the problem. They may even believe that if they keep quiet, the bullying will eventually end. If they do talk to an adult, it is often with the promise that the adult will not report the incidents or take other action.

- **Parents' Response /Worries of Making It Worse**

When you discover your child is being bullied, it's natural to respond with immediate action. But your tendency toward jumping in to fix problems may be the very reason why your kid hesitates to get you involved. Kids may fear parents will make a scene. To mitigate your kid's potential worry, it's important to temper your immediate reaction and not jump into action, particularly when it comes to contacting their school or other involved parties. Instead, focus on trying to empower your child to develop a plan for addressing the bullying. Ask them how they want to handle the situation and what they want you to do. If they prefer that you not say anything, honor their request. Unless the law is being broken, try to let things progress at a rate that is comfortable for your child. Don't post on social media, call the bully's parents, or cause a scene at school. Doing so just compounds the situation for your child; now they must deal with bullying and being the one whose parent caused a scene.

- **Peer Pressure/ Desire for Acceptance**

Many times, kids feel like they need to accept occasional bullying in order to belong.⁷ As a result, they will succumb to peer pressure and accept bullying as a way to maintain their social standing. This mixture of peer pressure and bullying often exists in cliques.

Kids who are victimized often yearn for acceptance from the very people who are bullying them. In order to remain part of the group, they may tolerate fake friendships and mean behavior—especially if the person bullying them has a higher social standing than they do.

- **Concern About Being Believed**

Many times, bullies are the kids that teachers and parents would least suspect. They may be popular, do well in school, or have a high standing in the community. Consequently, when these kids single out a victim who is often in trouble, prone to storytelling, or has disciplinary issues, it's natural for the student being bullied to assume no one will believe them. They may be afraid that others will assume that they are lying or making it up.

- **Worry About "Snitching"**

Most bullying incidents occur when adults are either absent or not close enough to witness the behavior. In order to get help, the person being bullied either needs to tell someone or hope that a bystander reports the incident. Because no one wants to be labeled a rat or a tattletale, bullying frequently goes unreported. There is often an unspoken code of secrecy about bullying among peer groups. As long as this code is in place, the bullying will continue. Victims of bullying are often more afraid of being called a tattletale, a baby, a rat, or a snitch than they are of enduring ongoing abuse, so they keep quiet.⁹

In order to change the culture of secrecy around bullying, educators need to make sure they create an environment where reporting bullying is not only acceptable but expected.⁹ This also means that they should be careful about how they handle reports of bullying.

One 2020 study noted the following responses from adults when tweens told them about being bullied: "the adult responded irrationally, conferred blame and criticism, didn't take the time to understand the context or empathize, or was apathetic and dismissive." All of these can be barriers to kids reporting bullying to adults.

- **Low Self-Esteem**

Kids are often very aware of their faults. As a result, if someone zeroes in on one of those faults and uses it to taunt and tease them, many kids will automatically assume that they deserve the treatment. When a child is overly self-critical or lacks self-esteem, they may find that they buy into the bully's taunts and, as a result, accept the poor treatment. This can have devastating and lasting effects on their self-image.

- **Failure to Recognise Bullying**

Physical bullying is easy to recognize and therefore more likely to be reported. More subtle forms of bullying like relational aggression, on the other hand, are likely to go unlabeled and unreported.

Kids may not realize that spreading rumors, ostracizing others, and sabotaging relationships are also forms of bullying. Even subtle behaviors like teasing can morph into bullying.

For this reason, it's important that parents and educators talk to kids about what constitutes bullying. Make sure your kids know that healthy friendships and relationships involve mutual respect and support.

- **Thinking It Won't Help**

Despite recent progress with bullying prevention, the underlying message that kids need to be tough during difficult situations still prevails. Many assume that adults won't help or they fear that the adults in their lives will think poorly of them due to the abuse they are experiencing. They may also believe that adults expect them to handle the situation on their own. Consequently, as kids get older, fewer and fewer report the bullying incidents they experience. Many schools fail to distinguish between tattling and reporting. Instead, because they are busy trying to meet academic goals, school staff would prefer not to be bothered by bullying, encouraging kids to handle all problems on their own. This can be especially troublesome if students try to deal with potentially violent situations without help.

- **Not Knowing How to Report**

In cases involving cyberbullying, the person doing the bullying is often anonymous or unknown, so kids don't know if reporting bullying will make it stop. They also aren't sure how to report the bullying online through social media apps and internet service providers. More than a quarter of the time, kids who are cyberbullied don't report the bullying or they assume there is nothing they can do about the online incidents. Parents and educators need to teach kids how to effectively address cyberbullying. This includes showing them how to report people who troll or cyberbully them. Adults should also talk to kids about blocking bullies online. Teaching how to utilize privacy and security settings when using social media apps, games, and other online sites is also important.

- **Fear of Losing Digital Access**

When it comes to cyberbullying, most kids won't admit they are being targeted because they are afraid their parents or teachers won't allow them to use their electronic devices any longer. If adults take away kids' access to computers or cell phones because they were bullied, this sends two messages: First, telling an adult is not worth it, and second, they are to blame because they are being punished. Instead, addressing cyberbullying should involve keeping copies of the correspondence, blocking the offender, changing passwords or telephone numbers, and reporting the cyberbully. Try to take steps toward increasing your kid's safety and security online rather than taking away their technology. Social media, texting, and gaming are the primary ways in which kids connect to others. Restricting technology or taking away their phone only isolates them more.