

Anti-Bullying Policy

Our school seeks to recognise and affirm the worth and dignity of each pupil and member of staff, and therefore bullying has no place at Radnor House Sevenoaks. We seek to create a culture in which bullying of any kind, either against pupils or adults, is not accepted by any member of the school community. As a school that is serious about child protection and safeguarding children, we are also serious about preventing and tackling bullying of any kind, including cyber-bullying, which, if repeated over time, can threaten both the mental health and educational progress of our pupils while also posing threat to their emotional wellbeing. This policy applies to all parts of Radnor House Sevenoaks School, including the EYFS.

Aims:

- To counter views that bullying/harassment is an inevitable part of school life.
- To provide a safe, secure learning environment for our pupils.
- To provide a supportive climate for all members of the Radnor House community on and away from the school campus.
- To break down the code of secrecy that exists around bullying/harassment.
- To provide a physical environment that engenders positive behaviours.
- To provide suitable counselling and restorative services for the person who bullies, and the victim/s.
- To help pupils develop a sense of responsibility for their own actions including the roles of the bully, victim and bystanders.

'Victim' or 'target' refers to the pupil who has been bullied or retaliated against. Radnor House Sevenoaks recognises the emotive nature of the terminology 'victim' and that people who have been targeted don't always come forward because they don't want to be 'victims' or feel like 'victims'. The use of the term victim here, rather than target, is in line with Government 'Keeping Children Safe in Education' (KCSIE) 2023 guidance.

Bullying can occur through several types of anti-social behaviour. It is often motivated by prejudice against particular groups. For example, this may include cyber-bullying and prejudice-based bullying on the grounds of race, culture, sex, sexual orientation, homophobia, gender reassignment, SEND (as defined in the Equality Act 2010), the use of discriminatory language, religion and belief, or because a child is adopted or is a carer. We pay particular attention to the needs of children in the EYFS, noting that many examples of poor conduct may be a consequence of 'copying' the behaviour of others rather than intentionally hurtful actions.

Related Documents:

- Behaviour Policy
- Safeguarding Policy
- Online Safety Policy
- Staff Code of Conduct
- Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools"
- DfE statutory guidance "Keeping Children Safe in Education", Sept 2023, and Working Together to Safeguard Children, July 2022
- DfE statutory guidance "Preventing and Tackling Bullying – Advice for headteachers, staff and governing bodies, July 2017"

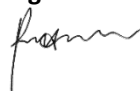
Availability:

This policy is made available to parents, staff and pupils in the following ways: via the school website, within the Parent Policies Folder in the reception area, and on request from the school office.

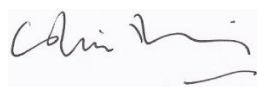
Monitoring and Review:

- This policy is subject to continuous monitoring, refinement and audit by the Head.
- The Board of Directors undertakes a formal annual review of this policy.

Signed:



Fraser Halliwell
Head



Dr Colin Diggory
Chairman of the Board of Directors

August 2023

Introduction

At Radnor House Sevenoaks:

- everyone is valued and respected for who they are; people's needs are recognised and respected;
- everyone experiences being part of a safe school, moving about the school site freely without worrying about threats, put-downs and violence.
- everyone feels cared for, connected, worthwhile and purposeful;
- acts of kindness and positive regard within a safe school are the norm; acts of cruelty are deemed deviant and inappropriate and will be acted upon swiftly;
- our school community works together to take a stand against bullying;
- our school actively works to minimise risks to those children identified as more vulnerable, for example those with SEND or who identify as LGBTQI;
- bullying is named, identified and acted against immediately and strongly;
- we strive for the school community to be: inclusive, healthy, tolerant of differences, supportive of each member and loyal;
- the school community has a behaviour policy which is accessible, clear, owned by staff and pupils alike and implemented;
- our safe school community helps develop healthy and confident individuals who understand and show compassion, cooperation, caring and fair play in human interactions.

1 Radnor House Sevenoaks Bullying Prevention Strategy

The school places a great deal of emphasis on fostering positive relationships between all members of the school community, because a positive school environment and supportive relationships reduce incidents of bullying.

The school endeavours to prevent bullying and has adopted a range of programmes that raise awareness and resilience. These programmes are supported through the PSHEE and Reflections programme, circle time, form time, the child support programme, counselling support, teacher mentors, pupil leadership initiatives, educating parents and encouraging appropriate pupil response.

Trends are monitored through surveys to help the pastoral team support the pupils. Pupils who engage in bullying behaviour are identified, educated, supported and warned about future conduct.

Counselling and restorative sessions are offered to those involved in incidents of bullying. This is a confidential service and can occur via pupil self-referral, teacher or parent referral.

2 Links to Legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- The Education (Independent School Standards) Regulations 2014
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

3 Bullying – Child Protection/Safeguarding-related Issues

- 3.1 A bullying incident is treated as a potential child protection concern, and particularly so when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the school reports

its concerns to the local safeguarding children multi-agency partnership. The school understands that bullying is potentially emotional and/or physical abuse. See our school Safeguarding Policy.

- 3.2 Any kind of bullying is unacceptable.
- 3.3 Children can abuse/bully other children. This is generally referred to as 'child on child abuse' and can take many forms, including (but not limited to) bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- 3.4 Members of staff are especially vigilant with those children identified as more vulnerable, for example, looked after children or those with certain physical or mental health conditions or SEND, who might be disproportionately impacted by behaviours such as child group isolation or bullying (including prejudice-based bullying).

4 Definition of Bullying

- 4.1 Bullying is "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". Child on child abuse is most likely to include, but may not be limited to, bullying (including cyberbullying, prejudice-based and discriminatory bullying. (DfE "Preventing and Tackling Bullying", July 2017).
- 4.2 Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- 4.3 This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sharing of unwanted explicit content; sending offensive, upsetting and inappropriate messages by phone, text, instant messenger or on social media; sexualized online bullying via gaming, websites, social media sites and apps; and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos. A feature of bullying in schools is that its existence is not always immediately known or suspected by those in authority.
- 4.4 Government guidance set out in [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) provides detailed advice for schools regarding the taking and sharing of nude or semi-nude photographs and videos of U18s, which is a criminal offence
- 4.5 The school recognises the seriousness of both physical and emotional bullying in causing psychological damage and even suicide. The term 'bullying' is commonly associated with acts of violence but some form of non-physical bullying is experienced by most pupils at some period during their school career.
- 4.6 Additionally, as noted in the school's Safeguarding Policy, bullying can be a form of child on child abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development and therefore may be subject to the school's safeguarding procedures involving external agencies including, if a criminal offence is involved, the police.
- 4.7 Although most bullying is repeated and deliberate, in some cases bullies act just once against a given victim, for example when sending or posting attacks online: something which is 'out there' potentially for all time and may be read and re-read by the victim as well as others. Hence, we are vigilant not just against repeated actions but also against any single action which has a similar impact.
- 4.8 It is important to note that many examples of poor conduct amongst the youngest children and especially those in the EYFS may be a consequence of 'copying' the behaviour of others rather than intentionally hurtful conduct, and any corrective action taken by the school may take this into account.

5 Forms of Bullying

- 5.1 Bullying can happen to anyone. It may occur in many ways and can take many forms including:
 - a) *Emotional (indirect bullying) including isolation of others by a refusal to co-operate with them and exclusion* - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), deliberately excluding from social groups or an activity by refusal to sit next to/ talk to/ work/ co-operate with others and

refusal to follow staff instructions to do the above, or malicious rumours, e-mails or text messages, and also exclusion from play/discussions, etc., with those whom they believe to be their friends.

- b) *Physical harm or its threat including the abuse of personal property* - jostling, serious fighting, pushing, kicking, hitting, taking or hiding belongings, punching or any use of violence; deliberately destroying or damaging work or possessions or removing personal property, use of weapons/threatening use of weapon (or any object which could be used as a weapon), intimidation through physical gestures and actions.
- c) *Bullying related to appearance or physical/mental health conditions*
- d) *Bullying of young carers, children in care or otherwise related to home conditions*
- e) *Cyber* - not occurring face to face but rather through electronic means including, but not limited to, social networking sites, internet and intranet sites, email, instant messaging, by mobile phone including through text messages and phone calls, photographs both real and manipulated and so on.
- f) *Racist* - bullying directed at individuals of a certain race, culture, ethnicity, language, faith, community, national origin or national status. The distinctive feature of racist bullying is that the victim is attacked not as an individual but as the representative of a family, community or group. This is an area where schools are required to keep statistics about incidents.
- g) *Cultural* - focusing on and/or playing off perceived cultural differences or similar.
- h) *Sexist* – covers a wide range of behaviour from name calling to physical sexual assault. It is the use of sexual language or negative stereotyping on the basis of gender.
- i) *Sexual* – is unwanted or inappropriate physical contact or sexual innuendo. It may occur both face-to-face and online, which may include:
 - consensual and non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats
- j) *Gender identity (transphobic bullying)* - often occurs as a result of others' prejudice being directed at a child or young person because: They are transgender, they are perceived to be transgender, they do not fit with traditional gender norms (e.g. boys with longhair or wearing make-up, girls playing team sports), they have transgender friends or family members, they are perceived as being different.
- k) *Sexual orientation (homophobic or biphobic bullying)* - this is bullying which is directed towards people who are openly gay, bisexual, are perceived as gay, or show characteristics. Heterosexual young people subject to homophobic bullying are usually reluctant to report it as this may enforce the stereotypical way that they are already viewed by others, so sensitivity and positive support is required for targeted person/s.
- l) *Religious* - attacking faith, belief, religious practice or custom.
- m) *Special Educational Needs* - remarking upon, drawing attention to, or discriminating against persons with physical disabilities or learning difficulties or other identified special educational needs such as emotional and behavioural disabilities (EBD) and Specific Learning Difficulties (SLD) - Dyslexia, Dyscalculia and Dyspraxia
- n) *Verbal* - name-calling, sarcasm, spreading rumours, making snide comments, teasing, humiliating others, threatening others, inciting others to humiliate and threaten others; and
- o) *Written* - spreading rumours, writing or printing unkind or malicious words on paper.

- 5.2 Bullying can take place between pupil and pupil, staff and staff, and staff and pupil. We consider the pastoral care of the pupils and staff to be of prime importance. In class, this pastoral role largely rests with the class teacher. It is school policy that any misdemeanour will be dealt with by the member of staff present when it occurs, whether in the playground, classroom, cloakroom or any part of the school.
- 5.3 A common code of behaviour is expected from everyone at the school (please refer to our Behaviour Policy). All staff and volunteers are expected to treat each other with a professional level of respect.
- 5.4 '*Banter*': School staff will always be clear that 'banter' is bullying, and such behaviour will be challenged. It is not

“just having a laugh”, “part of growing up” or “boys just being boys”. It is abuse and downplaying such behaviours can lead to a culture of unacceptable behaviours, an unsafe environment for children, and a culture that might normalise such abuse leading to it being accepted as normal and left unreported. If students are repeatedly ‘joking’ with an individual, who is not included in the joke, it is bullying. Our school does not tolerate the ‘banter’ excuse. All child on child bullying and abuse is unacceptable and will be taken seriously.

- 5.5 Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on MyConcern, iSAMS and follow up actions and sanctions, if appropriate, will be taken for students and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log and to raise with the Head of School and DSL.

6 Signs of Bullying

- 6.1 All members of staff must be alert to the signs of bullying. Noting that this list is not exhaustive of all possibilities, these may include:
- a) unwillingness to return to school;
 - b) displays of excessive anxiety, becoming withdrawn or unusually quiet;
 - c) failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others;
 - d) books, bags and other belongings suddenly go missing, or are damaged;
 - e) a change in established habits (e.g. giving up music lessons, change to accent or vocabulary)
 - f) psychological damage and diminished levels of self-confidence;
 - g) frequent visits to first aiders with symptoms such as stomach pains, headaches and so on;
 - h) unexplained cuts and bruises;
 - i) frequent absences, erratic attendance and late arrivals to class;
 - j) nervousness and jumpy when a cyber-message is received;
 - k) asking for extra pocket money or starts stealing money (to pay bully)
 - l) choosing the company of adults
 - m) displaying repressed body language and poor eye contact, difficulty in sleeping, experiencing nightmares;
 - n) verbal taunts;
 - o) pupils sitting on their own and pupils left out of activity groups during lessons or play activities; and
 - p) talking of suicide or running away.
- 6.2 Although there may be other causes for some of the above symptoms, any significant indications and/or a repetition or a combination of these possible signs of bullying should be investigated by parents and teachers whenever possible working together.

7 Strategies

- 7.1 The whole school community will:
- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
 - Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).

- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create “safe spaces” for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

7.2 We will work to prevent and eliminate any form of bullying by:

- a) promoting good behaviour and positive relationships based on mutual respect;
- b) making pupils fully aware of the school’s policy through, for example, a list of expectations outlined in the student handbook and/or pupil planner.
- c) ensuring pupils understand that if they have been bullied or have witnessed bullying, they should tell a member of staff, their parents or any trusted adult or friend;
- d) promoting anti-bullying through educational elements such as assemblies, projects, drama, stories, literature and using the curriculum, tutorial and circle time and in particular the Personal, Social, Health, Economic Education (PSHEE) programme to raise awareness of issues relating to bullying, with discussion of differences between people, and the importance of avoidance of prejudice-based language;
- e) actively promoting fundamental British values through planned and coherent opportunities, often within the context of PSHEE and Spiritual, Moral, Social and Cultural Development (SMSC) programmes (please refer to the school PSHEE and SMSC Policies);
- f) informing parents by various means of the school’s Anti-Bullying Policy whilst encouraging them to support it;
- g) providing ongoing pastoral support and, if appropriate, counselling and help for victims of bullies and for bullies themselves;
- h) ensuring that the perpetrator and his/her parents are fully aware of the unacceptable nature of the behaviour and the consequences of any repetition;
- i) giving support to those involved in bullying to enable them to change their behaviour;
- j) imposing reasonable, proportionate and consistent sanctions as and when necessary;
- k) seeking the support of outside professional agencies as appropriate;
- l) developing initiatives to raise awareness of the negative impact of bullying by any member of our community such as an anti-bullying week, child mentoring; and
- m) familiarising all staff at the school with the Anti-Bullying Policy, and through In-Service training and professional development ensure it is applied consistently and fairly; and
- n) staff showing respect for all members of the school community, they act as good role models for pupils.

7.3 This Anti-Bullying Policy is dovetailed with the Behaviour Policy and makes it clear what the sanctions are for bullying. We implement disciplinary sanctions that reflect the seriousness of an incident and convey a deterrent effect. If necessary, strong sanctions, such as exclusion, would be used in cases of severe and persistent bullying.

7.4 It is incumbent on the school to have clear policies that are communicated to parents, pupils and staff, along with creating an environment of good behaviour and respect, with helpful examples set by staff and older pupils. Integral to our policy is involving parents and making sure pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.

7.5 Handling of a bullying incident is given much thought to ensure that the facts are fully known, agreed and

understood by the bully or bullies and the victim or victims. Bullying instances are reported and recorded so that patterns can be identified. Records are also kept to evaluate the effectiveness of our approach. As always, our management of personal data is in line with statutory requirements.

- 7.6 Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's Behaviour Policy.

8 Classroom Management

- 8.1 Teachers' classroom management will link strongly to our Behaviour Policy. This includes a positive ethos with emphasis on the dignity of each pupil, on praise and reward, rather than punishment. The skills of self-discipline must be learnt early in life. All pupils will know that their teacher is a person to whom they can talk.
- 8.2 Pupils will be given the opportunity in class to discuss bullying and how to deal with it. Pupils will be encouraged to discuss how they get on with others and how to form positive attitudes towards them. This includes a review of what friendship really is and how to treat everyone with dignity and respect. Teachers will be aware that they can radically affect the incidence of bullying and that it must always be taken seriously.

9 Playground and Outside Break Time Management

- 9.1 The staff on duty should be patrolling the playground areas and constantly monitoring the behaviour of pupils. In the case of minor misbehavior, a pupil will be given the chance to apologise to the person against whom the misbehaviour has been directed, which may stop the situation getting out of hand.
- 9.2 The supervisors will report bullying to the teacher on duty, who in turn will act in accordance with the agreed policy. Teachers will be aware that they can radically affect the incidence of bullying and that it must always be taken seriously.

10 Online safety and Cyber-Bullying

- 10.1 In accordance with legislative requirements we have a whole school approach to online safety. This includes annual update training for staff regarding online safety. The school also organises an annual awareness session for parents with regards to online safety. The school observes Safer Internet Day and activities are planned into PSHEE and Computing schemes of work. We expect all pupils to adhere to the safe use of the internet as detailed in our Online safety Policy.
- 10.2 The active management of hardware, software and connectivity and the vigilance of teachers and parents has an active part to play in the protection of pupils from cyber-bullying incidents. Pupils will have access to technologies that have both positive and negative potential. Our policy for the use of technology within the school setting and beyond is understood and respected by staff and it is important the students and the wider school community also respect this policy.
- 10.3 Within our Online Safety Policy, we have clearly defined roles and responsibilities for online safety as part of the school's wider safeguarding strategy, and how this links with other safeguarding policies (please refer to Safeguarding Policy cited in related documents). There is clear guidance on the use of technology in the classroom and beyond for all users within the school's Online safety policy that references permissions/restrictions and agreed sanctions.
- 10.4 The school's Online Safety Policy also delineates detail into the school's technical provision and infrastructure, including the safeguards in place to filter and monitor inappropriate content, including websites or other internet sources of an extremist nature, and alert the school to safeguarding issues.
- 10.5 The policy also details how the school builds resilience in its pupils to protect them and their child through education and information. Our members of staff receive training into the professional development of safeguarding techniques that include online safety (please refer to online safety and safeguarding policies). There are reporting mechanisms available for all users to report issues and concerns to the school and how they are managed and/or escalated. The management of all personal data is in line with statutory requirements.

11 Procedures

- 11.1 It is important that all staff be alert to early signs of distress in pupils. If a member of staff witnesses a bullying incident, in any form (within, or outside school), or is approached by a pupil about bullying, they should investigate the incident without delay according to the agreed procedures that are as follows:
- a) Minor cases of verbal or physical unpleasantness should be dealt with on the spot by the teacher and logged on iSAMS.
 - b) Pupils should be reminded of the standards of behaviour expected.
 - c) Where an incident gives greater cause for concern, teaching or support staff who witness or are told of the bullying should take a detailed record of the incident and names of those involved and report the concern to the DSL via MyConcern.
 - d) The relevant Head of School and Head of School Section (Prep and Seniors) should also be kept informed of any instances of bullying. The DSL and Head of School will work with the Form Teacher/s (Senior School) or Class Teacher (Prep School) to investigate the incident and speak to the pupil/s involved.
 - e) Parents will always be informed if their child has been found to be either a victim or a perpetrator of a bullying incident.
 - f) Victims, alleged bullies and witnesses should be interviewed separately by the teacher first involved and are required to write down independent accounts of the incidents/situations. In the course of this procedure enquiries should be made to ascertain whether or not the alleged bully has been involved in similar incidents involving this or other pupils, thus enabling patterns of behaviour to be established, and evaluate the effectiveness of any approach adopted.
 - g) The school will continue to monitor the wellbeing of the victim, and the behaviour of the bully, meeting with the victim on the agreed review date to determine whether the bully/ies have stopped their behaviour. If the bullying has stopped, favourable comment will be made to the bully by staff, who will inform colleagues that the problem has stopped. The Head will be informed if the bullying has continued. The Head will then take appropriate action.
 - h) This process and related sanctions should impress on the person instigating any act of bullying that their action is totally unacceptable;
 - i) It is meant as a deterrent to enabling repeat behaviour, and it is a signal to other members of the community that bullying is not tolerated
- 11.2 Action should then be taken with regard to each of the following:
- a) Offering advice and support for the victim in accordance with the school Behaviour Policy.
 - b) Imposing sanctions which will be relative to the age of the pupil. The bully must understand what he/she has done and why the sanctions are being applied. Sanctions and support for the bully are used in accordance with the school Behaviour Policy.
 - c) Informing the parent of the victim, the bully and possibly others involved.
 - d) Formally recording the incident on the pupil(s)' files on iSAMS and on MyConcern.
 - e) Flagging a need for pupil support/monitoring on the Pastoral Radar.
 - f) Giving general information to all staff, through staff briefing and staff meetings, of incidents of bullying, mentioning the type of incident and the individuals involved.
 - g) Giving relevant feedback and reminders about appropriate behaviour to pupils.
 - h) The log of Bullying Incidents (run from iSAMS) will be reviewed by SLT each term
- 11.3 Accusations of bullying of a pupil or pupils by any member of staff will be dealt with as a safeguarding matter, and will be governed by the procedures set down in the school's Safeguarding Policy.

12 Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

Pupils who have perpetrated the bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

Supporting adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults (staff and parents) who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.

- Instigating disciplinary, civil or legal action as appropriate or required.

13 Good Practice for Staff

- 13.1 Be continually aware, watchful and available, promoting good behaviour and encouraging the care of others.
- 13.2 Ensure pupils are appropriately supervised.
- 13.3 Report all cases of bullying to the Head of School and DSL.
- 13.4 Parents' involvement and cooperation can be sought and parents of pupils involved will be kept informed.

14 Staff Training

- 14.1 We raise awareness of staff through training, so that the principles of the Anti-Bullying Policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems and sources of support are available.
- 14.2 Where appropriate we invest in specialised skills to understand the needs of the pupils, including those with special educational needs and disabilities (SEND), and lesbian, gay, bisexual transgender and questioning (LGBTQ) pupils.
- 14.3 We also emphasise to staff the importance of working in partnership with parents.

Appendix 1

Useful guidance is provided by the DfE:

General guidance:

Preventing and Tackling Bullying (July 2017)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf

[Approaches to preventing and tackling bullying - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf)

[Preventing bullying including cyberbullying](#) - DfE advice

Advice on cyber-bullying for schools:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

[UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

[Childnet](#) provide guidance for schools on cyberbullying

Advice on cyber-bullying for parents:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf

Other useful guidance:

Support of bullied children:

[Find help and support | Anti-Bullying Alliance](#)

[Helping Children Deal with Bullying & Cyberbullying | NSPCC](#)

Appendix 2

Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Target Support: www.targetsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srtrc.org/educational

LGBTQ

- Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org

- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related