



POCKLINGTON PREP SCHOOL ANTI-BULLYING POLICY

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AIMS OF THE POLICY

- To take incidents of bullying seriously;
- To act swiftly, sensitively and discreetly to deal with specific incidents of bullying involving victims, perpetrators and onlookers;
- To take appropriate action to resolve incidents of bullying (which may involve a referral to the Foundation Well-Being Service or warnings and sanctions, communication with parents and, in extreme cases, Suspension or Permanent Exclusion from school in accordance with the School's Behaviour Policy). The School retains a reasonable interest in and concern about pupils' behaviour at all times and places, if such behaviour is considered to have a bearing on School life. See the Rewards and Sanctions Policy for the definition of "under School authority";
- To create a safe environment and a positive climate in which bullying is seen as unacceptable and all pupils feel confident to take action to prevent or report incidents of bullying;
- To involve pupils and staff in the regular monitoring, review and development of effective and consistent measures to prevent and deal with bullying.

STATEMENT OF INTENT

We are committed to providing a safe and caring environment that is free from any form of disruption to our Values and Virtues. Bullying in all its forms is a clear threat to our stated aims and intentions for the development of children and will not be tolerated. Any kind of bullying or harassment is unacceptable.

Pocklington School Foundation prides itself on the strength and depth of its pastoral care and close liaison with parents and guardians. It is essential that school and home continue to co-operate and have mutual support in maintaining high standards of behaviour.

We are committed to maintaining a clear picture of bullying incidents throughout the school, tracking and monitoring appropriately and effectively.

DEFINITION OF BULLYING

Bullying is defined as any intentional, repeated aggressive behaviour directed by a perpetrator against a target in the same age group.¹

A pupil is being bullied when they are exposed, sometimes repeatedly and over time, to deliberately hurtful behaviour and action on the part of one or more other pupils. Such behaviour may cause anxiety, distress, fear of harm and even suicide, and it is difficult for those being bullied to defend themselves. All bullying is aggression, whether verbal, physical or psychological, although not all aggression is necessarily bullying.

¹ StopBullying.gov. [What Is Bullying?](#)

Power Imbalances

One of the most noteworthy components of bullying is an imbalance of power between the bully and their victim.

Sometimes the power imbalance is obvious when, for example, a bigger, stronger kid bullies a weaker, smaller kid or when a group of people bullies a single individual. However, sometimes the power imbalance is more difficult to discern because it involves less obvious factors, such as differences in popularity, intelligence, or ability, or knowledge of the information the victim finds embarrassing.

Bullying falls into six categories²:

Physical bullying involves any assault on a person's body, including hitting, kicking, tripping, or pushing. It can also extend to inappropriate hand gestures or stealing or breaking a victims' belongings.

Verbal bullying involves using intimidate victim. It includes name-calling, teasing, and even threats.

Relational bullying, which is also referred to as relational aggression or social bullying, involves actions intended to harm a victim's reputation or relationships. It can include embarrassing the victim in public, spreading rumours, purposely leaving them out of social situations, or ostracizing them from a group. Unlike more overt types of bullying, it is especially sly and insidious because it involves social manipulation.

Cyberbullying is bullying that happens via electronic devices like computers, smart phones, and tablets. It can take place over text messages, social media, apps, or online forums and involves posting or sending harmful content, including messages and photos, and sharing personal information that causes humiliation.

Sexual bullying is online or in-person bullying that involves sexual comments or actions, including sexual jokes and name-calling, crude gestures, spreading sexual rumours, sending sexual photos or videos, and touching or grabbing someone without permission.

Prejudicial bullying involves online or in-person bullying based on the target's race, ethnicity, religion, or sexual orientation. It is based on stereotypes and is often a result of the belief that some people deserve to be treated with less respect than others.

A bullying incident should be treated as a Child Protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In which case, refer the matter to the Head of Prep and the Designated Safeguarding Lead, who will contact ERSCP – LADO as appropriate. Refer to the Child Protection Policy.

² StopBullying.gov. [What Is Bullying?](#)

As appropriate, we are committed to providing specialist support for the needs of pupils with Special Educational Needs, disabilities or other protected categories as defined by the Equality Act 2010, and in terms of the 'Prevent Duty' (DfE June 2015) to challenge extremist views and to prevent children being drawn into terrorism.

Peer on Peer Abuse

Children can abuse other children. This is generally referred to as peer on peer/child on child abuse and can take many forms. It can happen both inside and outside of school/college and online. It is most likely to include, but may not be limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between peers; physical abuse; sexual violence, such as rape, assault by penetration and sexual assault; sexual harassment; non-consensual sharing of nudes and semi nudes images and/or videos; causing someone to engage in sexual activity without consent; upskirting; and initiation/hazing type violence and rituals³

All staff and pupils must understand that 'abuse is abuse' and that it should never be passed off as "banter", "part of growing up", "just having a laugh" or "boys being boys".

Particular Concern for Children with SEN and Disabilities

Staff and students should be aware that children with SEN and disabilities are disproportionately impacted by behaviours such as bullying, without outwardly showing any signs. There can also be communication barriers and difficulties in overcoming these barriers.

SEN and disability should be taken into consideration when caring for victims and perpetrators of bullying.

SEN and disability are also factors taken into consideration in the tracking and monitoring of bullying incidents.

SIGNS OF BULLYING

There are many warning signs that may indicate that someone is affected by bullying—either being bullied or bullying others. Recognizing the warning signs is an important first step in taking action against bullying. Not all children who are bullied or are bullying others ask for help.

It is important to talk with children who show signs of being bullied or bullying others. These warning signs can also point to other issues or problems, such as depression or substance abuse. Talking to the child can help identify the root of the problem.

Look for changes in the child. However, be aware that not all children who are bullied exhibit warning signs.

Some signs that may point to a bullying problem are:

- Unexplainable injuries;

³ Keeping Children Safe in Education 2022

- Lost or destroyed clothing, books, electronics, or jewellery;
- Frequent headaches or stomach aches, feeling sick or faking illness;
- Changes in eating habits, like suddenly skipping meals or binge eating;
- Difficulty sleeping or frequent nightmares;
- Declining grades, loss of interest in schoolwork, or not wanting to go to school;
- Sudden loss of friends or avoidance of social situations;
- Feelings of helplessness or decreased self esteem;
- Self-destructive behaviours such as running away from home, harming themselves, or talking about suicide.

Signs a Child is Bullying Others

Children may be bullying others if they:

- Get into physical or verbal fights
- Have friends who bully others
- Are increasingly aggressive
- Get sent to the principal's office or to detention frequently
- Have unexplained extra money or new belongings
- Blame others for their problems
- Don't accept responsibility for their actions
- Are competitive and worry about their reputation or popularity

PREVENTING BULLYING

In order to minimise opportunities for bullying:

- Careful and caring **supervision** by duty staff, especially in those areas perceived by pupils to be "unsafe" or dominated by particular peer groups. Staff are alert to possible signs of bullying;
- Staff are always **on duty** before school, at break, lunchtimes and after school and monitor the school site, particularly areas where bullying might occur. They are alert to inappropriate language or behaviour;
- Staff are aware of the need to be alert to children who may be vulnerable and at risk to bullying. For example, children on the Learning Support and EAL Registers; children who suffer an emotional strain; children who board; LGBTQ+;
- The support staff and all adults who work on the school site are **encouraged to pass on any concerns** they may have over any particular child's welfare;
- All pupils are told and encouraged to **tell a member of staff at once** if they know that bullying is taking place;
- All reported incidents are **recorded** and investigated at once;

- We have a committed and experienced teacher team, a Pastoral Lead who supports the Prep School Management Group and are sensitive in handling any incidents as an immediate priority;
- The **Pastoral Lead** gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies;
- The **Foundation Well-Being Service** is an important part of our pastoral support service, providing specialist advice and care. The service, (via two Independent Clinical Psychologists), is available to give confidential counselling support to pupils who can refer themselves when they have social, emotional or behavioural concerns. A member of our pastoral team may also refer a pupil;
- The **School Chaplain** is available to give support and guidance to pupils of all faiths and beliefs. Pupils are able to refer themselves to the chaplain, perhaps at a time of family concern, sickness or bereavement. The Chaplain will provide confidential advice and seek to encourage the development of tolerance, understanding and respect for others in a multi-faith community;
- In **boarding houses**, there are committed teams of residential and non-residential tutors supporting the Housemaster/mistress, the Day Matrons and the Nurses, who act *in loco parentis*. The informal 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 of school hours. We always work in the context of a close relationship between the Housemaster/mistress and parents/guardians, and would make contact if we were worried about a pupil's wellbeing;
- Our **Medical Centre** and all our **boarding 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 or the Children's Commissioner;
- All **boarding pupils have access** to a telephone helpline, enabling them to call for support in private. They are also able to speak in private to their parents;
- We encourage our **older pupils** within the houses to offer advice and support to younger pupils during, for example, registration periods and house events;
- The school makes it clear that it will take an **active interest in incidents that take place outside school hours**, on school visits, trips and events that occur in the vicinity of the school which involve our pupils and which have a bearing on school life and pupils' welfare;
- **Confidential surveys of pupils' views and experience** to provide information to monitor the occurrence of bullying;
- The promotion of a positive response to bullying issues through school and house assemblies and through the **PSHE** programme which includes specific elements on bullying, friendships and self-esteem;
- **Anti-bullying information is posted** within the school buildings and the boarding houses.

Continued sharing of good practice between staff and awareness so that incidents of bullying are dealt with consistently, sensitively and effectively. Anti-Bullying is discussed at various Forums to ensure that staff are conversant with the Policy;

STAFF GUIDELINES FOR RESPONDING TO A BULLYING INCIDENT

FOR INSTANCES OF CYBERBULLYING REFER TO SEPARATE SECTION ON THE USE OF ICT AND PROCEDURES TO COUNTERACT CYBERBULLYING.

1. Take the **incident seriously**. Liaise with the Pastoral Lead or Head of Pre-Prep as soon as possible. Any
2. member of staff who deals with an incident of bullying should record brief details on the relevant form or by
3. memo/email and pass this on to the Pastoral Lead using a separate form/memo/email for each individual
4. involved (both victim(s) and alleged bully(ies)).
5. Fill out the necessary section of the Behaviour Log for both the victim and the perpetrator.
6. **Investigate** to establish who, when, where, what.
7. **Listen sensitively** and impartially to both victim and alleged bully separately.
8. **Inform** those who need to know:
 - Class teacher (victim & perpetrator)
 - Pastoral Lead
 - Designated Safeguarding Lead. If a **child protection** or potential criminal matter emerges, refer to the procedures in the Child Protection Policy, which may include a referral to Social Care and/or the Police.

The incident will **be recorded** and a decision made about informing parents.

A central record of all bullying incidents will be held by the **Designated Safeguarding Lead** with relevant records accessible by the Head of Prep and Deputy Head. Specific types of bullying (e.g. cyber, peer on peer etc) can be identified on **MyConcern**.

Support for Pupils Who are Bullied

1. Arrange and ensure, as far as possible, some **support** for the victim (which could involve an older pupil or non-involved peers to befriend of 'buddy'). Early **contact with parents** will occur from the Pastoral Lead or Head of Pre-Prep. A referral to the **Foundation's Well Being Service** may be deemed appropriate.
2. Take care in handling allegations so that they do not become unsubstantiated fact. The alleged bully must also be given an opportunity to give his or her view. Involve onlookers in giving their individual accounts. Written statements may be helpful.
3. Where the incident has involved a group, deal with the **individual members separately**.
4. Where **sanctions** are necessary, this needs to be done with care and consistency. There must be no repercussions for the victim. The alleged bully may have had some provocation and needs to be heard.
5. Allegations do need to be substantiated and the alleged bully may require subsequent support too.

Note reference here to the school's **Behaviour Policy**.

Support for Pupils Who are Perpetrators of Bullying

Careful and detailed discussion with the alleged bully will occur to help them to consider how their actions have offended and hurt the victim, and how they can now learn to behave in ways which do not cause harm, and how they can repair the harm they have caused. These discussions must involve liaison with the bully's parents or guardians.

A **letter** will follow to the parents or guardians warning about future sanctions for any continued bullying behaviour.

A meeting involving all the parties, with close staff supervision, could be helpful in developing a strategy for all concerned to close the episode.

A **monitoring and review strategy** will be put in place.

Where it benefits the perpetrator, a meeting will be convened that involves parents to aid children in understanding the implications of their behaviour and the possible outcomes.

APPROPRIATE SANCTIONS AND ACTION

- A referral to the Foundation Well-Being Service (for victim or bully) may be deemed appropriate.
- Gating may be appropriate for boarders.
- All sanctions available within the **Behaviour Policy**.
- **Contact and liaison with the ERSCP Prevent and Education Team Tel: 01482 395500.**

For repeated incidents of bullying or for a single serious case:

- Temporary Exclusion (Suspension) may be considered by the Head of Prep School.
- Permanent Exclusion (Expulsion) may be considered by the Head of Prep School in liaison with the Headmaster.
- In very serious cases, and only after the Headmaster has been involved, it may be necessary to make a referral to the Police or to Social Care (ERSCP – LADO). **ERSCP – LADO Tel: 01482 396999, Pocklington Police 01759 448655. Refer to the Child Protection Policy for all further contact details and guidance.**
- The school will always look towards supporting the alleged bully toward rehabilitation into the community once the sanction is complete. Due acceptance and remorse by the alleged bully is the ideal resolution. Both child and parents to have access to Pastoral Lead/Head of Pre-Prep for support.
- Ensure that the pupils involved are carefully monitored and that the situation has been satisfactorily resolved.

- Following from the incident, contact should be made with the victim's parents in order to record satisfactory closure of the incident. This should occur within, for example, 4-6 weeks as appropriate.

Equal Opportunities

This policy is to be read in conjunction with Pocklington Prep School's Equality and Diversity Policy as it forms part of the School's portfolio of equal opportunities policies.

ADVICE AND A CODE OF CONDUCT IN REGARD TO BULLYING

The school provides below some useful advice for pupils and parents in recognising and responding to behaviour of bullying nature towards another pupil:

- *If you feel you are **being bullied** verbally, physically or emotionally, **do talk** to someone you trust. **Let the school know as soon as possible.***
- ***Never** reply to the bully in the same manner as they are behaving towards you.*
- *If you can, make a **note of the time and date** that you were bullied along with as much as you can remember about what was said, or done, to you.*
- ***Don't react** to bullying or threatening behaviour – this could make matters worse. It also lets the bullying people know that they have got a reaction, which they can exploit. They may get bored quite quickly if you ignore them.*
- ***Remember** that adults in school will look after you and give the support and care you need.*

CYBERBULLYING

Cyberbullying is bullying that happens via electronic devices like computers, smart phones, and tablets. It can take place over text messages, social media, apps, or online forums and involves posting or sending harmful content, including messages and photos, and sharing personal information that causes humiliation. It may include:

- sending threatening or abusive text messages;
- creating and sharing embarrassing images or videos;
- trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games;
- excluding children from online games, activities or friendship groups;
- shaming someone online;
- setting up hate sites or groups about a particular child;
- encouraging young people to self-harm;
- voting for or against someone in an abusive poll;
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name;

- sending explicit messages, also known as sexting;
- pressuring children into sending sexual images or engaging in sexual conversations.

SIGNS OF CYBERBULLYING

All staff (teaching and support) should remain vigilant to signs of cyberbullying amongst pupils, and to report their concerns to the pupil's form tutor, Pastoral Lead or the Deputy Head. Signs may include:

- A pupil upset after using their mobile phone or a computer.
- Unusual quietness, anxiety, depression, secrecy over internet or mobile phone use.

SANCTIONS ON CYBERBULLYING – GUIDELINES FOR STAFF

A Cyberbullying incident should be treated as a Child Protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.

In which case, refer the matter to the Headmaster and the Designated Safeguarding Lead, who will contact ERSCP-LADO as appropriate. Refer to the Child Protection Policy.

The general guidelines for staff upon receiving a concern over suspected cyberbullying is to follow those given in the Anti-Bullying policy.

The full range of the school's sanctions and actions available to counteract bullying (see Anti-Bullying section above and those stated in the school's Rewards and Sanctions policy) may be applied in incidents of cyberbullying.

Other ICT-related sanctions may also be applied to pupils for instances of misconduct in using ICT or for involvement in cyberbullying.

Incorrect use of Mobile Phones or Digital Cameras

- Mobile phones are not to be used in the Prep School and must be handed in to the School Office. Only those pupils with permission from parents and who travel to school either by bus, or on foot, are allowed to bring mobile phones to school.
- Pupils may be banned from bringing mobile phones into school (with due regard to safety and parental contact requirements).

Network Abuse

One or more weeks limited access depending upon the severity of the abuse. Contact with parents.

E-mail Abuse

One or more week's withdrawal of e-mail privileges depending upon the severity of abuse. Contact with parents.

Internet Abuse

One or more week's limited internet access depending upon the severity of the abuse. Contact with parents.

In all cases, any contact with parents may include a copy of the abusive incident being sent home with accompanying letter.

The school will look to reduce any educational impact of the sanction and “limited access status” to the internet may still allow the pupil to access certain websites needed for study at the discretion of the relevant Prep School Manager.

The school may also advise any victimised pupil and their parents to contact the service provider of the social network site or mobile phone to inform of any misconduct and to ask how to prevent further recurrence.

Searching Electronic Devices.

Refer to the DfE Guidance: Searching, Screening and Confiscation (Jan 2018) and BBP No 15 (2015) for full guidance. See also the Pocklington School Policy on Pupil Involvement with Smoking, Alcohol and Dealing with Illegal and Legal Substances and the Policy for the Use of ICT.

Statutory Guidance for Dealing with Electronic Devices

- 1. Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person’s mobile phone if it has been seized in a lawful ‘without consent’ search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.*
- 2. The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a “good reason” for examining or erasing the contents of an electronic device:*

In determining a ‘good reason’ to examine or erase the data or files the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

Also note:

Teachers should also take account of any additional guidance and procedures on the retention and disposal of items that have been put in place by the school.

Telling parents and dealing with complaints

- *Schools are not required to inform parents before a search takes place or to seek their consent to search their child.*
- *There is no legal requirements to make or keep a record of a search.*
- *Schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.*
- *Complaints about screening or searching should be dealt with through the normal school complaints procedure.*

ADVICE AND A CODE OF CONDUCT IN REGARD TO CYBERBULLYING

The school provides below some useful advice for pupils and parents in using ICT.

- *If you feel you are **being bullied** by email, text or online, **do talk** to someone you trust. **Let the school know as soon as possible.***
- ***Never send** any bullying or threatening messages.*
- ***Keep and save** any bullying emails, text messages or images. (Section 3.3.3. DCSF Cyberbullying Guidance)*
- *If you can, make a **note of the time and date** bullying messages or images were sent, and note any details about the sender.*
- ***Don't reply** to bullying or threatening text messages or emails – this could make matters worse. It also lets the bullying people know that they have found a 'live' phone number or email address. They may get bored quite quickly if you ignore them.*
- ***Don't give out** your personal details online – if you're in a chatroom, watch what you say about where you live, the school you go to, your email address etc. All these things can help someone who wants to harm you build up a picture about you.*
- ***Don't forward** abusive texts, emails or images to anyone. You could be breaking the law just by forwarding them. If they are offensive towards yourself or others, keep them as evidence and don't reply to the sender.*
- ***Don't** ever give out passwords to your mobile or email account.*
- ***Remember** that sending abusive or threatening messages is against the law.*

This policy should be cross referenced with the following other policies:

- Child Protection Policy
- EYFS Policy
- Policy for the Use of Information and Communication Technologies, which incorporates the Pupil Acceptable Use Policy (AUP)
- Mobile Phone Use for Students Policy

ADVICE TO PUPILS AND PARENTS

Pupils or parents who are concerned about receiving any form of electronic communication or who would like further information of a technical nature are much encouraged to speak to a member of staff at the school. In the first instance this might be the Pastoral Lead (Mrs Rogers), the Head of Pre-Prep and Deputy Head (Mrs Cobb). For more technical information, to Mr Bull (Computing Co-ordinator) and Mrs Steel (PSHE Co-ordinator). Websites providing good advice about cyberbullying can be found at:

www.childnet.com	www.chatdanger.com
http://www.need2know.co.uk/relationships/bullying/article1589	
www.cyberbullying.org	www.kidsmart.org.uk
www.childline.org.uk	www.besafeonline.org
www.iwf.org.uk	www.safekids.com
www.thinkuknow.co.uk	

Updates & Reviews

I D Wright, Head of Pocklington Prep, *May 2010*

Mrs S Cobb December 2011

Mrs S Cobb May 2012

Reviewed April 2013

IDW Nov 2013,

A Ward Aug 2014 (name change Lyndhurst to Prep)

R Stewart March 2015

Updated: IDW May 2016; IDW August 2016; IDW March 2017, IDW September 2017, IDW August 2018, IDW October 2018, IDW September 2019; S Ward October 2020, S Ward August 2021, S Ward August 2022