Anti-Bullying Policy (Trust including EYFS)

Author / Role	Assistant Head: Boarding (Senior school) and Deputy Head Pastoral (Prep)
Date Published	February 2026
Approving Body	Education Committee
Regulatory References	ISSR Paragraph 10 – Prevention of bullying National Minimum Standards for boarding schools 2022 NMS 16 Preventing Bullying NMS 17 Promoting good relationships DfE: Keeping Children safe in Education 2025
Date of Review	February 2027

Equity, Diversity, Inclusivity and Belonging Check for new Policy completed by (committee/date): Senior Management Team

Documentation Distribution

Governing Body, All staff / volunteers, parents on request	**Y**
Published on school website	**Y**
ISI requirement to be available on request	**Y**
ISI requirement to be on School website	**N**
Parent Portal	**Y**
Staff Hub	**Y**
ISI Portal	**Y**
Limited Internal Use Only (state recipients)	

This policy is considered a 'live' document and will be updated as statutory guidance is released

In policies St Bede's School Trust Sussex may be referred to as Bede's/the School/the Trust.

Bede's is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

Vision, Mission and Values

Our Vision
Where every child finds joy in their pursuit of brilliance

Our Mission
We continue to craft a more joyful education.

- Cultivating a vibrant learning experience, motivating us to pursue our individual best.
- Providing a festival of opportunity, enabling us to discover new passions and develop new talents.
- Building a kind-hearted community, inspiring us to enhance the lives of others.

Our Values
Be Compassionate
Because a caring community fosters belonging.
We expect our community to show kindness to people of all ages, genders and ethnicities, maintaining campuses where every person feels joyful and energised.
Be Courageous
Because fortune favours the brave.
We challenge our community to stand up for what is right, providing them with a safe environment where they can take bold action in pursuit of brilliance.
Be Curious
Because wisdom can be found off the beaten track.
We encourage our community to discover unlikely passions and hidden niches, releasing them into a wealth of opportunities inside and outside the classroom.
Be Conscientious
Because dedication is a spearhead of success.
We ask our community to throw themselves wholeheartedly into every endeavour, taking responsibility for their journey and inspiring others to do the same.

Policy Principles/Aims:

1. Aims and Objectives

I. The School takes great pride in its friendly atmosphere and the consideration which all members of the School (both staff and pupils) show towards each other. This considerate behaviour is encouraged at all times. The fact that our pupils come from a variety of countries, cultures and backgrounds is undoubtedly a help, since it makes it so much more difficult for individuals to feel that they are an outsider. Those in the community realise that everyone is different (not better or worse) and the successes of each individual will be valued and celebrated.

II. The School is home to many of our pupils for the majority of the year and it is imperative that everyone should feel comfortable and at ease in their 'home'. The School must be a safe, friendly and secure place to each individual, and this cannot be so for any individual who is in any way bullied.

III. The School's objective is to promote and encourage the maintenance of a friendly atmosphere and to ensure that the boarders feel at home. Its anti-bullying statute is based upon promoting the school's values and ensuring the quality of its relationships. The School is determined to embed a culture of kindness and acceptance.

Bullying is therefore viewed as one of the most serious, if not the most serious, form of anti-social behaviour. Our aim is to proactively prevent it from occurring, but where it does exist, to deal with it promptly and effectively.

Statutory Guidance (ISSR/NMS):

- DfE 'Keeping Children Safe in Education' September 2025
- DfE Guidance 2011 'Safe to learn: Embedding anti-bullying work in schools'
- DfE Guidance Preventing and Tackling Bullying July 2017
- DfE Guidance Cyberbullying: Advice for Headteachers and school staff November 2014
- DfE Guidance Advice for parents and carers on cyberbullying November 2014
- EYFS Statutory Framework 2025
- ISSR Paragraph 10 – Prevention of bullying
- NMS for boarding schools 2022, 16 and 17

Associated Trust Policies:

- Senior Behaviour Policy and Bede's Prep Behaviour Policy .
- Bede's Acceptable Use of IT policy
- Equality and Diversity policy
- COVID-19 Policies & Protocols

What is bullying?

Bullying consists of a complex web of anti-social behaviours that not only include physical intimidation but also verbal harassment, belittling verbal and non-verbal signals, the abuse of power, aggressive actions, the aggressive manipulation of friendships and the deliberate intention to cause a victim to feel distressed, humiliated or socially isolated.
Dr Sam, 2015

1. Four key factors when identifying behaviour as bullying include (but are not limited to):
- **1.1.** Behaviour is usually not a one off, although some one-off occurrences could be acknowledged as bullying.
- **1.2.** The behaviour was not an accident, or incidental, but was intentional.
- **1.3.** The behaviour is harmful.
- **1.4.** There is an imbalance of power.

2. It can be serious enough to cause permanent psychological damage; in some cases it has led to suicide. (Although not a criminal offence, there are criminal laws that relate to harassment / threatening behaviour).

3. Bullying *may* include comments or remarks or actions related to (the protected characteristics):

- Racial;
- Religious;
- Cultural;
- Sexual or sexist;
- Homophobic;
- Gender reassignment
- Reference to disability and those with special educational needs

4. Relational Conflict

Falling out with other children is a natural part of growing up (and indeed being an adult). Conflict between friends is something that happens and something that we take seriously as a school. Friendships are incredibly important for all people, but for children, friendships define who they are. Belonging to a particular group sets the tone of a child's everyday experience and finding a niche is a vital part of a child's development. We deal proactively with relational conflict through the same type of proactive systems we use for bullying. It is vital to not confuse relational conflict with bullying. Whilst this type of conflict can be very difficult for the children involved (and sometimes families), it is not the same thing as bullying. However – we will take action to address this, as this conflict affects children's wellbeing, ability to learn and can escalate into bullying behaviour.

5. Cyber-bullying

5.1. Cyber-bullying can be defined as the use of Information and Communications Technology (ICT), particularly mobile phones and the internet (e.g. social networking sites), deliberately to upset someone else. This could include text messaging, using photographs and indeed emails. This type of bullying can take place either in or out of school and it can have a profound effect on the school life of pupils who are involved. In the case of cyber-bullying, The School will apply its Anti-Bullying Policy and The Trust Rules / Code of Conduct whether bullying took place at school or elsewhere.

5.2. The Designated Safeguarding Lead (DSL) oversees online safety at school, therefore all incidents of cyber-bullying will be brought to their attention and recorded on Myconcern.

6. How can we detect bullying?

6.1. In staff and pupil meetings, intelligence regarding issues between pupils which might provoke conflict is discussed and strategies developed to prevent bullying occurring in the first place. This might involve talking to pupils about issues which have been observed by staff such as diversity, perhaps using lessons, assemblies or Tutor time.

6.2. Good behaviour is paramount if bullying is to be prevented. Good behaviour is where pupils treat one another and the school staff with respect. (Please refer to the behaviour policy.) Values of respect and kindness are reinforced by staff and pupils who should set a good example to the rest. e.g. prefects.

6.3. The School is aware that there are many reasons that pupils might choose not to report bullying issues to adult or senior pupils, but the School continues to promote an environment where they feel safe enough to do so. The best person to report bullying behaviour to is the pupil's Form Tutor, Hm or Head of Year, who will investigate and deal with it sensitively and robustly, but information can be passed to any responsible adult or senior pupil (senior school) or prefect (Prep School), who will ensure that the correct action is taken.

6.4. By creating a culture of non-bullying with the School, we hope that Bystanders should feel empowered to report bullying behaviour.

6.5. All Senior school pupils have access to the Whisper tool, an anonymous reporting function on Mybedes, and reports made in this way are handled sensitively and robustly. At the Prep school pupils have in every classroom a box called 'I wish my teacher Knew' and access to Need to Talk, an anonymous reporting function found on the pupil homepage.

6.6. We also hope that parents, if they should hear or suspect that there is a problem, will immediately contact us and let us know. Again, the pupil's Form Tutor, Hm or Head of Year, is the best contact in the first instance.

6.7. Staff working in EYFS look out for changes in young children's eating habits, becoming quiet, isolated or tearful which might indicate that they are being bullied. Any issues are escalated to the class teacher for monitoring and raising at pastoral staff meetings.

7. Raising awareness amongst pupils (see Pupil Hub)

7.1. It is very important that it is clear to everyone what bullying is. The School does this through our PSHE programme where religion, ethnicity, disability, gender reassignment or sexuality, family situations are discussed: other lessons such as drama, activities and projects including those on current affairs; Assemblies: Chapels; Peer Mentors; House and School Prefects; Lessons that form part of the Flourish Project (Senior school); Tutorials; the School Council; Anti-bullying Week initiatives; chill and chat sessions etc and informally discussions in the Houses/sections. Pupils are told what to do about it, who to tell and what the outcomes will be. Children are made aware of the school behaviour policy at the start of each year through extended Tutor time discussions and the rewards for good behaviour and sanctions for poor behaviour are made clear. Staff are all made aware of the school policies and procedures. All new parents are given a copy of the Trust rules on behaviour and parents will be involved at the earliest stage should bullying behaviour emerge as a result of their child or if the child is the one bullied. The Anti-Bullying Policy will be made available to parents on the school website/parent portal and comments on our school approach would be welcomed.

7.2. In EYFS assemblies focus on developing empathy through using puppets and role play. Promotion of good, positive feelings in our peers and celebrating kindness is done through section points, stickers and the Jigsaw PSHE programme.

8. How will the School deal with occurrences of bullying? (See appendix 2 & School Calendar)

8.1. When an act of unkindness has been reported, staff dealing with the incident could use the following phrase to proactively deter actual bullying taking place:

8.2. "That behaviour is unkind; if it continues, it could be considered to be bullying".

8.3. The pupil then has a choice to make about their conduct.

8.4. When it has been established that bullying has taken place, it is very important to explain carefully to the person/persons who have been acting unkindly just what they have been doing and the effect that it has had. In most cases those who bully are unaware of the effect that their behaviour has.

8.5. Therefore the School acts as follows:

8.5.1. If a member of staff comes across an act of bullying or suspected bullying, it is reported to the relevant Form Teacher, Tutor, Hm, Assistant Head or Head of Year who will work with the Deputy Head as necessary to resolve the situation

8.5.2. Those involved in the anti-social behaviour are made thoroughly aware of what they have been doing, and the effects that it has had. They are invited to suggest how things can be improved and to spread the message to anyone else that they feel ought to hear it. They are told that an extremely dim view would be taken of any recurrence since this would clearly be a conscious and deliberate act. Many young people who have behaved unkindly feel at this stage that they must apologise to the person bullied; this is encouraged

8.5.3. The bullied individual is told that the matter has been dealt with and that the distressing behaviour should now stop. They are told that they must report any recurrence at once

8.5.4. Support is provided both to the victim and perpetrator by: appropriate adults (tutor, Hm, parents, pastoral team, Head of Year, chaplain, DSLs) ensuring that individual attention is paid to the needs, behaviour and conduct (reward & conduct, attendance, engagement, performance) of the pupils concerned

8.5.5. The staff involved then record and monitor the situation discreetly to make sure that the unkind behaviour does not start up again. All incidents of bullying should be recorded on ISAMS, Myconcern and the Bullying Log (Senior and prep have separate logs, at the Prep school all allegations of bullying will be logged with a note stating founded or unfounded following an investigation)along with the sanctions that were put in place. There is at least one further meeting with the parties concerned to check that all is now well

8.5.6. Where the school reasonably believes that a case of bullying has occurred, it automatically results in a Deputy Head or Head's Detention (Prep School) or a Hm, Assistant Head or Deputy Head Detention (Senior School) and parents of both parties are contacted. In some circumstances, a meeting may be arranged with parents.

8.5.7. In the EYFS any unkind behaviour is dealt with promptly and age appropriately (please see behaviour policy). If unkind behaviour continues parents are invited in for a meeting with the child's teacher or Key Person and strategies are put into place which will support the child at home and in the EYFS i.e. sticker charts. During PSHE sessions all kinds of behaviour will be discussed with a special emphasis on how different behaviours make us feel and how we can resolve any conflicts.

8.6. Any disciplinary measures will be applied fairly, consistently and reasonably, taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of any vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves and options such as referral to the school counsellor may be considered in the first instance.

8.7. A pupil against whom an allegation of abuse has been made may be suspended from the School during any investigation. (See Child Protection and Safeguarding Policy for explanations of what constitutes 'abuse'). The School will take advice from the Children's Services on the allegations of such abuse and the nature of any investigation of such allegations. The School will take all appropriate action to ensure the safety and welfare of **all** pupils involved including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of Children's Service, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from Children's Services and/ or the Police as appropriate.

9. Recording

9.1. Bullying is recorded, at all stages, together with the action taken in the disciplinary section of the schools' ISAMS and 'Myconcern' systems.

10. Repeated offences

10.1. In cases where the bullying is characterised by callousness or persistence, which causes the bully (or bullies) to continue even though they have been made thoroughly aware of what they are doing and the effect that it is having, then this is regarded with the utmost seriousness and actions taken as follows:-

10.1.1. The relevant Head or Deputy Head will see any such offenders and make it clear to them that they will no longer be welcome in the School if such behaviour does not stop at once.

10.1.2. Pupils who continue, after clear warnings, to be knowingly unkind to other people are liable to be required to leave the School.

11. Raising awareness (Pupil Hub / Staff Hub)

11.1. The Schools' aim is to embed a culture of kindness throughout the year, using various mechanisms such as an 'Anti-bullying Week', Safer Internet Day, INSET, staff meetings, house meetings, tutorials, chapels, poster campaigns etc.

11.2. New staff are inducted into the Schools' safeguarding and anti-bullying procedures on arrival. This training is refreshed annually and all staff are reminded of the principles of the school policy and their legal responsibilities are identified. Staff are trained how to detect, resolve and prevent issues of bullying.

11.3. The Schools take heed of areas of the grounds where pupils have indicated they feel vulnerable and are deployed in order to deter cases of bullying in these areas

12. Monitoring and review

12.1. This Policy will be reviewed every year or sooner if deemed necessary or if relevant new guidance must be taken into account.

13. Good practice ISSR Paragraph 10 – Prevention of bullying (Sept 2021 guidance)

13.1. The prevention of bullying is rightly given a high priority by association schools. It is often an emotive issue, and occurrences can have a notable impact on a close-knit school community. This can sometimes be reflected in pupil and parent questionnaires during inspections, resulting in high numbers of negative responses and comments.

13.2. Sadly, it is almost inevitable that some form of bullying will occur in a school at some point, and schools need to be open to the possibility and recognise this. For obvious reasons of confidentiality, the school's response and subsequent actions to address the issues cannot be shared at that point. As a result, concerns within the wider community can be reflected in higher numbers of negative responses and comments, often relating to a particular case. When inspectors follow up the questionnaires on inspection, it may well emerge that the school has acted appropriately and robustly, but the general school community may not necessarily be aware of the actions it has undertaken.

13.3. What becomes important at this point is the confidence and understanding of the anti-bullying measures within the school community which the school has previously established. It is notable that those schools who share their processes effectively with both pupils and parents through talks, assemblies and lessons engender greater confidence, which is then reflected in interviews and questionnaires during the inspection. The school should make it clear that third parties will not be informed what steps are being taken in each individual case, but will outline the sort of approaches used behind the scenes, hopefully reassuring all parties.

14. Other useful resources:

14.1. LGBTQ+

14.1.1. EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

14.1.2. Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBTQ+ equality in education.

14.1.3. Allsorts: Is a project based in Brighton to support and empower young people who are LGBTQ+.

14.1.4. Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

14.2. SEND

14.2.1. Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

14.3. DfE resources:

14.3.1. Make Them Go Away (SEND DVD)
14.3.2. Let's Fight it Together (Cyberbullying DVD)
14.3.3. 'Keeping Children Safe in Education' September 2025 .
14.3.4. DfE Guidance 2011 'Safe to learn: Embedding anti-bullying work in schools'
14.3.5. DfE Guidance Preventing and Tackling Bullying July 2017
14.3.6. Cyberbullying: Advice for Headteachers and school staff November 2014
14.3.7. Advice for parents and carers on cyberbullying November 2014

14.4. Specialist Organisations:

14.4.1. The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.
14.4.2. ***Beatbullying***: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beatbullying have developed the Cybermentors peer support programme for young people affected by cyberbullying.
14.4.3. ***Kidscape***: Charity established to prevent bullying and promote child protection. Advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.
14.4.4. ***Cyberbullying:*** ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

15. Bullying behaviour towards staff:

Types of behaviour that are considered serious and unacceptable and which will not be tolerated in relation to members of staff, and other members of the community include but are not limited to:

15.1. Shouting, either in person or over the telephone
15.2. Swearing, either in person or over the telephone
15.3. Emails which are sarcastic, combative or aggressive in tone and language
15.4. Constant emails and/or phone calls that amount to threat, harassment and intimidation, despite the school's best efforts to address a situation
15.5. Inappropriate electronic activity including publishing abusive or inappropriate content with regards to the school, teachers or pupils on social networking websites
15.6. Any form of physical violence, such as pushing or hitting
15.7. Physical intimidation, e.g. standing unnecessarily close to them or the use of rude or aggressive hand gestures, including shaking or holding a fist towards another person
15.8. Allegations that turn out to be vexatious or malicious

Appendix 1

Pupils, staff and parents at Bede's define bullying as:

> *"A complex web of anti-social behaviours that not only include physical intimidation but also verbal harassment, belittling verbal and non-verbal signals, the abuse of power, aggressive actions, the aggressive manipulation of friendships and the deliberate intention to cause a victim to feel distressed, humiliated or socially isolated".*
> *Dr Sam, 2015*

The 4 key factors when identifying behaviour as bullying (but are not limited to):

1.1. Behaviour is usually not a one off, although some one-off occurrences could be acknowledged as bullying.
1.2. The behaviour was not an accident, or incidental, but was intentional.
1.3. The behaviour is harmful.
1.4. There is an imbalance of power.

In a survey of pupils and parent at the prep and senior school the following were highlighted as possible examples of bullying behaviour:

1.1. An intentional act to cause 'hurt' towards another.
1.2. Repeated physical behaviours such as: kicking, punching, hitting, physical intimidation.
1.3. Taking your friends away from you.
1.4. Deliberately whispering about other people.
1.5. An attempt to undermine the confidence and self-esteem of another child.
1.6. Taking the 'mick'/teasing/laughing at people.
1.7. A repeated targeting of an individual/small group to isolate or intimidate.
1.8. Boasting and putting people down.
1.9. Excluded intentionally but a person may not necessarily be aware they are bullying.
1.10. One-way jokes.
1.11. A bully exerts power over the victim (someone who is different).
1.12. Telling friends unkind things about somebody else (rumour spreading).
1.13. When someone repeatedly does unkind deeds: being unkind is usually just a one off; doing it more than once is bullying.
1.14. Making other people laugh by making fun of someone.
1.15. It isn't always intentional – don't realise you are doing it.
1.16. Banter which goes too far. It is rudeness that becomes personal and feelings are hurt.
1.17. Being left out.
1.18. Cyber/physical/verbal/psychological (emotional).
1.19. Excluding/discriminating.
1.20. When it is 'one-sided'.
1.21. Going beyond gossiping/bitching/complaining.
1.22. It is often about things that somebody cannot change about themselves.
1.23. Looking at somebody in an intimidating way.
1.24. Mimicking.
1.25. Pushing it too far too many times.
1.26. Laughing at someone not with them.
1.27. Difference between being unkind and bullying: bullying continues after being asked to stop, particularly if it affects a person in a bad way.
1.28. Relational conflict that culminates in aggression

Based on research and findings by Smith et al (2013), Cross et al (2009) and Hinduja and Patchin (2008), methods of cyberbullying include:

1.1. Exclusion or antisocial treatment through online games.
1.2. Flaming: causing online verbal fights.
1.3. Cyberstalking.
1.4. Sending threatening messages.
1.5. Sending insulting or denigrating messages, or put-downs that cause distress or anxiety.
1.6. Creating, sending or sharing offensive images.
1.7. Sending sexual messages, or sending messages that pressure someone into sexual acts or into taking sexually explicit images of themselves or others and then forwarding them.
1.8. Posting distressing, humiliating, embarrassing or threatening messages or texts on social media sites.
1.9. Stealing an online identity to cause distress or anxiety.
1.10. Creating hate sites or burn books (online books that contain bitchy comments about others, including friends).
1.11. Sending inappropriate messages in real time on chat lines, games, blogs or conversations that cause stress or anxiety.
1.12. Making silent or hoax calls.
1.13. Exclusion (from an online group).
1.14. Masquerading (pretending to be someone else when posting material in order to damage the perceived sender).
1.15. Any form of online harassment, humiliation, defamation of character, denigration or rumour-mongering.

Appendix 2

Key information for Pupils about Bullying

The 4 key factors when identifying behaviour as bullying (but are not limited to):

1. Behaviour is usually not a one off, although some one-off occurrences could be acknowledged as bullying.
2. The behaviour was not an accident, or incidental, but was intentional.
3. The behaviour is harmful.
4. There is an imbalance of power.

Bullying consists of a complex web of anti-social behaviours that not only include physical intimidation but also verbal harassment, belittling verbal and non-verbal signals, the abuse of power, aggressive actions, the aggressive manipulation of friendships and the deliberate intention to cause a victim to feel distressed, humiliated or socially isolated.

Types of bullying:

Physical behaviours such as: kicking, punching, hitting, physical intimidation.
Verbal behaviours such as: name calling, threats, taunting
Indirect behaviours such as: exclusion, spreading rumours and other types of 'relational aggression'
Cyber bullying such as: texting, trolling, Sexting

Relational Conflict
Falling out with other children is a natural part of growing up (and indeed being an adult). Conflict between friends is something that happens and something that we take seriously as a school. Friendships are incredibly important for all people, but for children, friendships define who they are. Belonging to a particular group sets the tone of a child's everyday experience and finding a niche is a vital part of a child's development. We deal proactively with relational conflict through the same type of proactive systems we use for bullying (see below). It is vital to not confuse relational conflict with bullying. Whilst this type of conflict can be very difficult for the children involved (and sometimes families), it is not the same thing as bullying. However – we will take action to address this, as this conflict affects children's wellbeing, ability to learn and can escalate into bullying behaviour.

Features of relational conflict that are different to bullying:

1. Both parties are genuinely upset
2. Equal balance of power.
3. Effort is made to resolve the problem by both parties, but fails
4. Both parties have some responsibility for the conflict
5. Neither party is trying to gain something.

Relational Aggression
This is "behaviour that is intended to harm someone by damaging or manipulating their relationships with others". It can be either bullying or relational conflict, depending on whether it meets the 4 key identifiers of bullying highlighted above. However – the impact of this kind of behaviour can be extremely damaging and therefore is something we take very seriously as a school.

What does this look like?

1. Alliance building (you are my friend, but you don't like …)
2. Rejection or exclusion from groups
3. Rumour spreading

4. Eye rolling, the ‘evil’ eye or other negative body language
5. Ignoring
6. Teasing
7. Taunting
8. Manipulative affection (I will be your friend if…)

This type of behaviour is often very hard to prove, but can be the cause of serious tensions in a group and lead to ongoing issues. Bede’s commits to do our utmost for those affected by bullying and to ensure they are supported and protected with equal care and commitment within the school environment.

How will the School deal with occurrences of bullying?

1.1. Any unkind behaviour, bullying or suspected bullying is reported
1.2. Statements are taken from all those involved including witnesses where appropriate
1.3. Those involved, in discussion, are made aware of the impact their behaviour has had
1.4. They are invited to suggest how things can be improved (e.g. apology, change of behaviour)
1.5. They are told that any recurrence of their unkind behaviour would be viewed as a deliberate act
1.6. A proven case of bullying automatically results in a Deputy Head’s or Head’s Detention (Prep School) or a Housemaster’s, Assistant Head or Deputy Head’s Detention (Senior School) and parents of both parties are contacted.
1.7. The person who has had unkind behaviour directed towards them is told that the matter has been dealt with and that, in the unlikely event of a recurrence they must be prepared to tell someone at once
1.8. Support is provided both to the person who has had unkind behaviour directed towards them and perpetrator of such behaviour by appropriate adults, as well as friends, other pupils and family
1.9. The matter is formally recorded and monitored
1.10. A further meeting / s with the parties concerned takes place to check that all is now well
1.11. Any recurrence will be treated in line with the Behaviour Policy and the person who has had unkind behaviour directed towards them will receive more intensive support, in line with the Welfare Policy