



ASHVILLE

Anti-Bullying Policy

(including cyber bullying, prejudice-based and discriminatory bullying)

Member of staff responsible:

Deputy Head

ISI Code 10

Last reviewed January 2026

Next review due January 2027

The policy requires ELT approval

This policy also applies to Ashville Foundation and Ashville Trading

Location: Every/Website/Parent Portal

Definition of Terms

ADHD	Attention Deficit Hyperactivity Disorder
AUP	Acceptable Use Policy
CCTV	Closed circuit television
CEOP	Child Exploitation and Online Protection Centre
College	Ashville College, Acorns and Pre-Prep, Prep School, Senior School and facilities operated by Ashville Trading
Cyber-bullying	Bullying that takes place over digital devices like mobile phones, computers, and tablets
DfE	Department for Education
EYFS	Early Years Foundation Stage
Governors	Directors of Ashville College Trustee Limited
Head	Head of the College
ICT	Information and Communications Technology
KS1	Key Stage 1
LADO	Local Authority Designated Officer
LGBTQ+	Lesbian, gay, bisexual, transgender, queer (or sometimes questioning) and others
Parents	The father or mother or others with parental responsibility of a pupil in the College
Pupils	Pupils who attend the College including pupils in the Early Years Foundation Stage (EYFS)
PSHE	Personal, Social, Health and Economic Education
Red Tie	Senior School Prefect
Safeguarding Lead	The person who has responsibility for ensuring that the safeguarding policy is adhered to
SEND	Special Educational Needs and Disability
SMS	Short Message Service – also known as texting
Staff	Any member of the staff employed by the College in either a teaching or non-teaching role, members of the Governing Body and Volunteers working within the College including Ashville Trading

Policies to be read in conjunction with this policy

- Safeguarding and Child Protection Policy
- College Behaviour Policy
- Equality and Diversity Policy
- Online Safety Policy
- Whistleblowing Policy

Other documents to be read in conjunction with this policy

- Complaints Procedure
- Procedure on Removal from the College
- Staff Code of Conduct

1 Aims and objectives

- 1.1 Ashville College is a caring community based on Christian principles whose purpose is to enable each pupil to develop his/her full potential both individually and in society 'as a person of infinite worth to God'. The aim is consistent with:
- 1.1.1 establishing a caring community based on our Core values, which are to be; Valued, Open Minded, High Achieving, Confident, Inspired, Community Minded, Resilient and Prepared for Life. Further information can be found in the Mission Statement entitled '*Becoming better versions of ourselves*'.
 - 1.1.2 our overriding aim of helping each pupil to 'realise his or her God-given potential to the full'.
 - 1.1.3 the need to provide a stable, secure environment within which all pupils will be able to work without disruption from others.
 - 1.1.4 allowing pupils, the opportunity to learn from their mistakes and to improve their behaviour.
 - 1.1.5 the need to meet the expectations of our parents for whom good discipline is a major consideration in their choosing to send their child(ren) to the College.
- 1.2 The wellbeing of all College members is a prime concern. It is therefore unacceptable that any member of the College community should suffer either mentally or physically at the hands of any other member, or members, and the College is unequivocally committed to supporting this principle.
- Its objectives are to ensure that all members of the College community:
- 1.2.1 prevent bullying by creating an orderly climate of respect within an inclusive community environment.
 - 1.2.2 feel safe from bullying.
 - 1.2.3 recognise bullying behaviour.
 - 1.2.4 understand and support the College's stance against bullying.
 - 1.2.5 know how to report incidents of bullying.
 - 1.2.6 contribute to informing and, where possible, evaluating the policy.

- 1.3 This policy is designed to enable all pupils and staff to have an understanding of what bullying is as well as providing details on what they should do if bullying arises. All staff involved in observing or reporting incidents involving bullying should follow the procedures laid out in Appendix 3.
- 1.4 This policy has been prepared bearing in mind the guidance issued the Department for Education's 'Preventing and Tackling Bullying' (July 2017 and Keeping Children Safe In Education 2025.)
- 1.5 It is the aim of the College to keep parents/guardians of pupils involved in bullying incidents aware of the issues and how they can support their child and the College.

2 Definitions

- 2.1 Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts, harms or humiliates another individual or group either physically or emotionally.

Bullying may take many forms, including physical (including any threat of or use of violence of any kind), sexual (including the sharing of nudes/semi-nudes), verbal (including cyberbullying via text messages, email, social media, gaming, or other instant messages, and can include the use of images and video), and/or emotional (including by excluding, being sarcastic, name-calling, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone, or actions that fall short of direct participation, where someone encourages others to bully, or joins in with laughing at a child who may have been bullied. Bullying is often hidden and subtle. It can also be overt and intimidating and often involves an imbalance of power between the perpetrator(s) and the child who may have been bullied whether that be a physical, psychological (knowing what upsets someone), or intellectual imbalance, or by the perpetrator(s) having access to the support of a group, or the capacity to socially isolate the child who may have been bullied.

Bullying can sometimes amount to child-on-child abuse, which is defined as abuse by one or more pupils against another pupil. It can be standalone or as part of wider abuse and can happen both inside and outside of school, and online. Further information about child-on-child abuse, including the procedures to follow when an incident of child-on-child abuse is reported can be found in this policy and the College's Safeguarding and Child Protection policy.

Forcing unwanted attention on someone else, particularly in a sexual way, is also bullying.

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

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

Bullying can have a range of serious consequences that can be physical, emotional or psychological. It is a recorded fact that some people who have been bullied have also attempted suicide.

Bullying of any form, involving pupils, staff or the wider Ashville community, should be reported to the College and will not be tolerated.

Bullying can constitute, but is not exclusive to:

- writing notes.
- making phone calls.
- sending electronic messages or creating or posting them on websites or social media.
- repeated name calling or similar.

if they are intended to, or have the effect of offending, hurting, aggravating or unduly worrying anyone. (See Appendix 2 for more information.)

Bullying is often motivated by prejudice against particular groups and may involve actions or comments regarding a person's race, religion, sex, gender, sexual orientation, special education needs or disabilities (SEND) or certain health conditions, or because of a child's familial circumstances, such as they are adopted, in care or that they have caring responsibilities.

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to prejudice and discriminatory language or behaviour including racism, homophobia, biphobia or transphobia.

Prejudice-based bullying is based on characteristics unique to a child's identity or circumstance.

Prejudice-based bullying includes protected characteristics but is not exclusive to them.

Discriminatory bullying is when an individual or a group is discriminated against or bullied for a protected characteristic. These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Bullying may be motivated by actual differences between children, or perceived differences. For example, bullying can still be homophobic if directed towards a child that is perceived to be gay, whether or not this is the case.

Bullying can happen anywhere and at any time and can involve anyone - pupils, other young people, staff, and parents.

Where an incident of bullying causes or is likely to cause significant harm to a pupil, the College will follow the procedures set out in this policy and the College's Safeguarding and Child Protection policy.

- 2.2 The College recognises that the wellbeing of each person is best fostered where it is established within the College ethos that we have a mutual responsibility to each other. It should therefore be acknowledged by all that the following activities are unacceptable and defined as bullying.

- 2.2.1 Persistent verbal or other intimidation such as the use of threats, derogatory nicknames and personal comments. The persons receiving these comments will not always show their true feelings.
 - 2.2.2 Unpleasant or aggressive actions which originate through racial, religious, cultural, sexual, sexist or homophobic motivation, or which arise from issues of disability or special educational needs; alternatively, as a result of a child being adopted or is acting as a carer.
 - 2.2.3 Unwanted physical contact or sexually abusive comments because of or focusing on the issue of sexuality. This includes 'lesbian', 'gay', 'bisexual' or 'transgender' (LGBT) pupils. This includes verbal, physical, written actions, those involving the use of communication technology and graffiti.
 - 2.2.4 Deliberate exclusion of individuals or groups from common social involvement.
 - 2.2.5 Threatening demeanor towards others who are younger, smaller or more sensitive.
 - 2.2.6 Any physical harm caused by deliberate or reckless behaviour.
- 2.3 The digital age has seen the development of new ways to bully, libel, slander and abuse. Cyber-bullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet, to upset someone else.
- 2.4 'Preventing and Tackling Bullying' (July 2017) states that teachers have the power to discipline pupils for misbehaving outside the school premises but only if it 'would be reasonable for the school to regulate pupils' behaviour in those circumstances.'

The College would consider it reasonable to investigate, and consider an appropriate response to, any act or actions by a pupil outside of school which threatens, or could potentially threaten, the wellbeing of a member of the community or harm the reputation of the College.

- 2.5 The Department for Education, through 'Keeping Children Safe in Education' (September 2025) recognises that sexual harassment may also include elements of bullying behaviour.

'For the purpose of this advice, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.
- sexual 'jokes' or taunting.
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (the College will consider when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the child who may have been bullied) and displaying pictures, photos or drawings of a sexual nature.
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos.
 - sexualised online bullying.
 - unwanted sexual comments and messages, including, on social media.
 - sexual exploitation, coercion and threats.

- upskirting or downblousing.

3 Policy

- 3.1 The College's policy is to prevent bullying behaviour. This can only be achieved if the College works in partnership with parents, adopting a proactive and preventative approach and in particular:

Pupils

- 3.1.1 The College promotes an ethos of good behaviour where pupils treat each other with respect at all times, inside and outside of school.
- 3.1.2 All new pupils and early years pupils) are briefed thoroughly on the College's expected standards of behaviour. They are told what to do if they encounter bullying. We guarantee that those who report bullying in good faith will not be punished, will be taken seriously and will be supported and kept safe.
- 3.1.3 We use appropriate assemblies to explain the College's policy on bullying (including cyberbullying and prejudice-based and discriminatory bullying). Our PSHE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the College. The programme is structured to enforce messages about community involvement and taking care of each other. It focuses on the importance of equality and diversity and pupils are encouraged to avoid prejudicial and exclusionary language.
- 3.1.4 Other lessons highlight the issue of bullying and reinforce this message by developing social skills and by teaching moral and spiritual values that show all bullying to be unacceptable.
- 3.1.5 All of our pupils are encouraged to tell any member of staff at once if they are being bullied, or if they know or suspect that bullying is taking place. They are reassured that they will be taken seriously and will be supported and kept safe.
- 3.1.6 We provide leadership training to our senior pupils which specifically covers the importance of offering support and assistance to younger and to vulnerable pupils; and
- 3.1.7 The College does not tolerate peer-group "initiation ceremonies" or hazing type violence or rituals designed to cause pain, anxiety or humiliation to pupils, and all staff remain alert to such actions.

Staff

- 3.1.8 Upon induction, all new members of staff are given training and guidance on the College's anti-bullying policy and on how to react to, and record allegations of bullying at the College, including cyberbullying. The School will ensure that all College staff understand the principles of the College's policy, the School's legal responsibilities, actions to be taken to resolve and prevent incidents of bullying from arising or escalating and also details of sources of further support.
- 3.1.9 The College recognises that certain children may be more at risk of bullying than others and may require additional support when dealing with an incident of bullying, for example children with SEND and/or certain health conditions, and LGBTQ+ pupils. The College will ensure that staff receive appropriate training to be able to understand the specific needs of our pupils, and to enable all staff to provide an inclusive environment for all pupils.
- 3.1.10 All reported incidents are recorded and investigated at once. We always monitor reported incidents. Records of any incidents are kept securely on CPOMS in order that patterns of behaviour can be identified and monitored.

- 3.1.11 We have a strong and experienced pastoral team of Tutors, Heads of Year who support the Designated Safeguarding Lead and are trained in handling any incidents as an immediate priority, and who are alert to possible signs of bullying and will know when to apply our Safeguarding and Child Protection policy to bullying incidents.
- 3.1.12 Our pastoral team gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both children who may have been bullied and the child displaying bullying behaviour or perpetrators. INSET sessions are held regularly, using outside experts.
- 3.1.13 We employ a Wellbeing Coach who is an important part of our pastoral support service. The coach is available to support to pupils who can refer themselves when they have social, emotional, or behavioural concerns. On occasion, a member of our pastoral team may refer a pupil as appropriate.
- 3.1.14 The College Chaplain will give support and guidance to pupils of all faiths who are able to refer themselves to the Chaplain whenever they wish (for example at a time of family break-up, 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].
- 3.1.15 Staff are always on duty at times when pupils are not in class and patrol the College site, particularly areas where bullying might occur. They are trained to be alert to inappropriate language or behaviour at all times.
- 3.1.16 The College has the right, and duty, to investigate incidents of bullying involving our pupils which take place outside school hours, on school visits and trips, online, or that otherwise occur outside of school. The College has the right to take disciplinary measures in respect of such incidents. Disciplinary measures will be taken in accordance with the College's Behaviour Policy and will be applied in a fair, consistent, and reasonable manner, taking into account the needs of pupils with SEND and certain health conditions, and vulnerable pupils; and
- 3.1.17 Staff will always consider the motive behind bullying behaviour and whether it raises any concerns for the welfare of the perpetrator(s). If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, they should follow the procedures set out in the College's Safeguarding and Child Protection policy and discuss their concerns with the Colleges Designated Safeguarding Lead without delay.

Parents

- 3.1.18 This policy is readily available on the College's website and on request in hard copy for reading at the College office, which parents are made aware of, so that they are clear on the College's approach to bullying and what to do if their child experiences bullying.
- 3.1.19 If parents know or suspect that their child, or another pupil, is being bullied, they should contact the College without delay. All concerns will be taken seriously; and
- 3.1.20 We welcome feedback from parents on the effectiveness of our preventative measures and all other aspects and implementation of this anti-bullying policy.

In addition to the above the College will:

- 3.1.21 continually remind pupils about the issue of bullying and its consequences, through our PSHE programme and assemblies. Visiting speakers may also provide input for pupils, staff and parents, especially on matters relating to cyber-bullying. The promotion of British Values also has an important part to play in developing pupil's sense of tolerance and respect for diversity.

- 3.1.22 be on the lookout for potential problems.
 - 3.1.23 seek the cooperation of parents and pupils to inform us at an early stage of issues.
 - 3.1.24 raise the subject with the College Council as part of the review process and seek feedback from pupils through representatives' input.
 - 3.1.25 raise awareness of staff through training; and
 - 3.1.26 take action to reduce the risk of bullying at times and in places where it is most likely.
- 3.2 Where bullying is identified by, or reported to, College staff, the College will follow the procedure set out in Appendix 3.
- 3.3 As bullying behaviour is unacceptable then it follows that action should be taken to curtail such behaviour when it occurs. It is therefore proper for others present to intervene personally (on behalf of any who suffer) in so far as their own wellbeing is not endangered and to report such instances to those who can take proper action (Red Ties, Liaison Prefects, Teachers, Class Teachers, Form Tutors, the Heads of Lower and Upper School (Senior School) and their assistants, Head of the Prep School, Head of Sixth Form and Deputy Heads as well as the Head).
- 3.4 The College takes all allegations of bullying seriously and will investigate each one as thoroughly as possible. The College will take the firmest action against any bullying, teasing, harassment or other form of behaviour that hurts or denigrates others for their appearance, maturity, immaturity, race, religion, culture, gender, sexual orientation, gender identity, difference, particular needs or disability. Though in most cases of bullying the College will seek ways of reconciling the child displaying bullying behaviour or perpetrator and the victim child who may have been bullied and helping both to move forward, in severe and persistent cases it will not shrink from expulsion of the child displaying bullying behaviour or perpetrator if necessary.
- 3.5 It is the duty of everyone who sees an instance of bullying – or potential bullying – to act to stop it. This duty applies to all pupils, teachers and other members of staff. Staff and pupils are regularly reminded of the need to be vigilant for signs of bullying and of the requirement to report instances of bullying to the class teacher, Form Teacher, Heads of Lower and Upper School (Senior School) and their assistants, Head of Prep School, Head of Sixth Form and a Deputy Head. This is true for bullying in College, cyber-bullying and bullying outside of College. The College strives to be proactive in identifying situations and occasions where bullying may occur and taking appropriate preventive action.
- 3.6 The pastoral system at the College is proven to be very effective in the resolution of such difficulties **when it is aware of them**; no pupil, friend or parent should feel reluctant or scared to discuss these problems at the relevant level. Any such discussions are in confidence (where possible), if that is requested, but the College's priority is that the cause of the unhappiness should cease.
- 3.7 For Year 7, Sixth Formers are assigned as Liaison Prefects to act as another line of communication. One or two pupils are attached to each form in that year group; they get to know their group, work with the tutors and are always available if any pupil has a problem.
- 3.8 Peer Mentors will provide a listening ear to pupils who are being bullied or who think they are being bullied. The peer mentors are Upper Sixth pupils who are trained to listen and respond appropriately and will pass concerns to a relevant staff member.

3.9 Support for the pupil being bullied

The College will offer emotional support; reassure pupils that they have done the right thing in telling. The pupil will be asked for as much detail as possible about the incidences of bullying and if there were any witnesses. In some cases, pupils might be asked to keep a discreet 'log' of events over the next few days to help pinpoint exactly what is happening to them.

The pupil will be asked if they have told their parents and also if they want to talk to anyone else e.g. the Chaplain, College nurse or counsellor or other trusted staff member about what is happening to them. The College will also give advice to parents to help them support their child and discuss the issues at home.

The College recognises that being a child who may have been bullied can have effects on a child long after the bullying has stopped, in particular in terms of low self-esteem, and will continue to provide appropriate support when needed whilst they are pupils of the College.

3.10 Investigation

In accordance with the procedure set out in Appendix 3, usually the Class Teacher (in the Prep and Pre-Prep School) or the Heads of Upper or Lower School (Senior School) or the Head of Sixth Form will lead an investigation into bullying behaviour by seeking confirmation of evidence from witnesses, CCTV (if appropriate) or other means. The child who may have been bullied's parents will be kept informed of the progress of the investigation and the Head of Prep School/Deputy Head will be informed. In most cases the parents of the child displaying bullying behaviour or perpetrator will also be contacted as early as possible so that a full picture of the situation and possible issues surrounding it can be understood.

As a last resort, investigations may be conducted during the school day, resulting in missed lessons and, if required, pupils may need to be segregated.

Please note: any allegations against staff will be handled as other allegations following guidance in 'Keeping Children Safe in Education September 2025' and the College's Safeguarding and Child Protection Policy and Complaints Procedure.

3.11 Working with the child displaying bullying behaviour or perpetrator and applying sanctions

The aims of the sanctions are:

- 3.11.1 to help the person harmed to feel safe again and be assured that the bullying will stop.
- 3.11.2 to hold the child displaying bullying behaviour or perpetrator to account, getting them to recognise the harm caused and deter them from repeating the behaviour. As in section 3.14.
- 3.11.3 to demonstrate to the College community that bullying is unacceptable and that the College has effective ways of dealing with it, so deterring others from behaving similarly.

In applying sanctions, consideration will be given to the type and impact of bullying and the possibility that it was unintentional or was in retaliation. The specific circumstances of pupils with additional needs, for example ADHD or Autism will also be considered. The outcome will include helping the child displaying bullying behaviour or perpetrator to recognise the consequence of their actions and providing support to enable the attitude and behaviour of

the child displaying bullying behaviour or perpetrator to change. Parents (of the perpetrator) will always be informed about sanctions imposed. The sanctions available are set out in the College Behaviour Policy.

Parents who are worried about bullying issues are always welcome to contact a Deputy Head, the Head of Prep School, the Head or any other member of staff about their concerns.

3.12 Where cyber-bullying involves threats through written or verbal messages the College has the right to contact the local police where they believe that these threats may be serious, and a potential criminal offence may or may not have been committed.

3.13 A bullying incident may be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering or is likely to suffer significant harm'. Where this is the case, the matter will be discussed with the Designated Safeguarding Lead or one of the deputies, and the College's Child Protection Policy may be implemented.

3.14 Education

Measures are taken throughout each year to educate pupils about bullying and this policy. These measures include:

3.14.1 regular input through the PSHE programme which includes:

- who is the causing harm? Who is the 'who is being harmed?
- why are some people 'bullies' and others are victims?
- what should a pupil do if s/he is bullied?
- what constitutes bullying? Where are the boundaries?
- relationships with peers, including child on child abuse.
- raising awareness of sexual violence and sexual harassment, as well as harmful sexual behaviour.
- how to manage a situation where pupils find themselves as a bystander.

3.14.2 At the beginning of each academic year, every class teacher/form tutor will display a copy of the summary of the Anti-Bullying Policy in their classroom/form tutor base and a copy of the Acceptable Use Policy for ICT and they will go through these with their individual groups. These summaries will be displayed on the wall of every classroom. In Senior School, pupils will be asked to individually read the summary sheets after the form tutor has explained the details and then sign to say that they have read these documents and agreed to follow them.

3.14.3 anti-bullying messages are given in assemblies, across the three schools, as well as delivered within whole College Assemblies.

3.14.4 once a year we hold an Anti-bullying week.

3.14.5 focus events related to **World Aims** input across the College.

3.14.6 devised Drama pieces through both the curriculum as well as through the Drama Clubs.

3.14.7 through Religious Studies lessons across the College where the moral and ethical aspects can also be considered.

3.14.8 More specific action relating to cyber-bullying can be found in Section 4 below and in the College's Online Safety Policy.

3.14.9 A central log of alleged bullying incidents is regularly updated to provide an overview and identify patterns of behaviour in the College.

3.15 Staff training

Appropriate training in all aspects of care is arranged to ensure that all pastoral staff, including, Heads of Lower and Upper School (Senior School), Head of Sixth Form and their assistants as well as staff involved in the pastoral management of pupils have the necessary professional skills, especially:

- 3.15.1 awareness of the risk and indications of child abuse and bullying and how to deal with cases.
- 3.15.2 listening skills.
- 3.15.3 providing support following a bereavement.

Regular briefings are given to staff, especially when this Anti-Bullying Policy has been updated, in order to enable staff to reaffirm their understanding of the principles of this policy whilst ensuring that the legal responsibilities are understood. Discussions in Form Tutor Meetings and Pastoral Meetings allow staff to discuss the actions which can be adopted to help resolve and prevent problems as well as allowing time for the sharing of good sources of support for both the pupils and the staff.

Where new, more complex areas are introduced, the College will invest in specialised speakers or trainers who will help the staff to understand the needs of pupils in a variety of situations, including those with SEND or disabilities and LGBTQ+ pupils.

3.16 Legal aspects

Bullying behaviour may also be regarded as threatening behaviour or harassment which can be either a criminal offence or a civil wrong. Misuse of electronic communications could also be a criminal offence, for example it is an offence to send an electronic communication (such as a text message or e-mail) to another person which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender if their purpose in sending it was to cause distress or anxiety.

3.17 Early Years Foundation Stage (EYFS)

Even the College's youngest children are encouraged to behave towards each other with kindness and consideration. They are encouraged to learn to look after their own possessions and to respect others' possessions. We expect them to be honest, helpful, and polite, and to work hard and to listen to others. They should respect everyone and learn to value differences and diversity.

We explain to our EYFS children why some forms of behaviour are unacceptable and hurtful to others. Parents are always informed when any behaviour support intervention is required for their child, and in cases of repeated instances of hurtful or inappropriate behaviour, parents will be invited into the College to discuss the situation with the child's teacher and the Head of EYFS, to agree a joint way of handling the difficulty.

3.18 Complaints Procedure

Parents are encouraged to use our Complaints Procedure (which is published on our website) if they feel that any concerns about bullying (or anything else) are not being addressed properly. Parents of EYFS children should be aware that they have the right to refer a complaint directly to Ofsted, if they are unhappy with the way in which their

complaint has been handled (the Complaints Procedure explains how to complain to Ofsted).

3.19 Monitoring and Review

The College will record all incidents of reported bullying in accordance with this policy.

The Head or a designated member of the College leadership team will review all incidents of reported bullying to help identify patterns of behaviour, so that the College can take appropriate steps to address bullying behaviours within the College. Records of bullying incidents will also be used to evaluate the effectiveness of the College's anti-bullying procedures, and to highlight any necessary amendments.

This policy is reviewed and updated at least annually.

4 Cyber-bullying

The way in which pupils relate to one another online can have a significant impact on the culture at the College. Negative interactions online can damage the College's culture and can lead to the College feeling like an unsafe place. The College makes it clear to pupils that the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Cyberbullying can be defined as *"the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others"* (Belsey, <http://www.cyberbullying.org/>). It is an aggressive, intentional act often carried out repeatedly over time, and often against a child who may have been bullied who cannot easily defend themselves. The College acknowledges that cyberbullying often takes place outside the school day and off the College premises.

Cyberbullying could involve communications by various electronic media, including for example:

- Texts, instant messages or calls on mobile phones.
- The use of mobile phone camera images to cause distress, fear, or humiliation.
- Posting threatening, abusive, sexual, discriminatory, offensive, or humiliating material or comments on websites (including blogs, personal websites, and social networking sites such as Facebook, Instagram, X (formerly known as Twitter) or YouTube).
- Using e-mail to message others in a threatening or abusive manner; or
- Hijacking/ cloning e-mail accounts.

The College acknowledges that cyberbullying may take many different forms including: cyberstalking, exclusion or peer rejection, impersonation, unauthorised publication of private information or images, encouraging derogative comments on online platforms, sharing nudes/semi-nudes, upskirting, and sexting.

The College has a role to play in teaching pupils about the underpinning knowledge and behaviours that can help them to navigate the online world safely and confidently regardless of the device, platform, or app. In taking this forward, the College has regard to the Department for Education's non-statutory guidance on 'Teaching online safety in school (January 2023)'.

Prevention of cyberbullying

For the prevention of cyberbullying, in addition to the measures described above, the College:

- Expects all pupils to adhere to its Online Safety Policy. Certain sites are blocked by our filtering system and our IT Department monitors pupils' use.
- Encourages its pupils to be involved in a response to cyber-bullying e.g. through College Council and Pupil Voice, PSHE lessons and Internet Safety Day.
- Ensure Pupils agree to follow an Acceptable Use Policy before they are allowed to use College computer equipment, the internet and Wi-Fi in College, and parents are encouraged to discuss its contents with their children. Parents are provided with information and advice on e-safety and cyber-bullying.
- May impose disciplinary sanctions for the misuse, or attempted misuse, of the internet (in accordance with the College's Behaviour Policy).
- Issues all pupils with their own personal College email address. Access to all social media sites and personal email sites such as "hotmail" is not allowed from School computers/ tablets.
- Offers guidance on the safe use of social networking sites and cyberbullying in PSHE lessons, which covers blocking, removing contacts from "friend" or similar lists and sharing their personal data.
- Ensures its pupils are aware of the various forms in which cyberbullying can take place, that it can have severe and distressing consequences, and that participation in cyberbullying will not be tolerated.
- The IT Support Department uses filtering, firewall, anti-spyware software, anti-virus software, monitoring software and secure connections to safeguard the pupils.
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details private and secure.
- Ensures all members of the College community are informed about the various ways in which bullying can be reported and in addition there is reassurance that the College will deal sensitively with pupils who report concerns.
- Trains staff to ensure that they can recognise non-verbal signs and indications of cyber-bullying.
- Does not allow the use of mobile phones in school up to and including Year 11 and for Sixth Form, mobile use is restricted to non-contact time in the Sixth Form Centre only.

Procedures for dealing with cyberbullying

The School will follow the procedures set out in this policy (including Appendix 3) and in the Safeguarding and Child Protection Policy, where relevant, for incidents of cyberbullying, taking such disciplinary action that is considered reasonable in the circumstances, with a view to regulating pupil conduct and protecting the reputation of the College, and the welfare of its pupils.

Although cyberbullying is not a specific criminal offence, there are criminal laws that may apply to communications of a harassing or threatening manner or the unauthorised publication of private images, upskirting, sharing nudes/semi-nudes, and sexting. Where the College considers that a reported incident of cyberbullying may amount to a criminal offence, it will inform the Police.

The College's procedure for dealing with incidents involving the sharing of nudes or semi-nudes is set out in the College's Safeguarding and Child Protection Policy.

If staff are notified or become aware of an incident of nudes or semi-nudes being shared by a pupil or of a pupil, they will refer the incident to the Designated Safeguarding Lead as soon as possible. The Designated Safeguarding Lead will follow the Department for Science Innovation & Technology / UK Council for Internet Safety guidance "*Sharing nudes and semi-nudes: advice for education settings working with children and young people*" (March 2024) when responding to a report of sharing nudes and/or semi-nudes. In some circumstances the Designated Safeguarding Lead may make an immediate referral to police and/or children's social care.

Cyberbullying - Support for the pupil

Where a pupil is subject to cyberbullying, the College will:

- Offer emotional support; reassure pupils that they have done the right thing in telling.
- Advise pupils not to retaliate or reply. Instead, keep the evidence. In some cases, the child who may have been bullied may be able to block the person bullying from their sites and services.
- If hurtful or embarrassing content is being distributed, try to get it removed from the web. If the person who posted it is known, ensure they understand why it is wrong and ask them to remove it. Alternatively, contact the host provider and make a report to get the content taken down.

Cyberbullying – Sanctions

The aims of the sanctions are:

- to help the person harmed to feel safe again and be assured that the bullying will stop.
- to hold the perpetrator to account, getting them to recognise the harm caused and deter them from repeating the behaviour.
- to demonstrate to the College community that cyber-bullying is unacceptable, and that the College has effective ways of dealing with it, so deterring others from behaving similarly:
 - sanctions for any breaches of AUPs or internet/mobile phone agreements will be applied.
 - in applying sanctions, consideration will be given to type and impact of bullying and the possibility that it was unintentional or was in retaliation.
 - the outcome will include helping the child displaying bullying behaviour or perpetrator to recognise the consequence of their actions and providing support to enable the attitude and behaviour of the child displaying bullying behaviour or perpetrator to change.
 - a key part of the sanction may well involve ensuring that the pupil deletes files.
 - parents will always be informed about sanctions imposed.

Electronic devices

In response to an allegation of cyberbullying (in any form), certain staff are permitted to conduct a search for electronic devices, such as a pupil's mobile phone, with the authority of the Head. Staff do not require the consent of the pupil, or their parents to undertake a search, provided they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item, or an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause

damage to property, and provided they have the Head's prior consent to undertake a search.

The search will be conducted in accordance with the procedure set out in the College's Behaviour Policy and Searching Pupils and their Possessions Policy.

Where a search finds an electronic device that is prohibited by the College rules, or where the member of staff undertaking the search reasonably suspects that the electronic device has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, the College may examine any data or files on the device, where there is good reason to do so, for example, where there has been an allegation of cyberbullying. Parental consent to search through electronic devices is not required but they will be informed after the event unless doing so presents a further risk to any child.

The College may also erase any data or files from the device if the College considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device may contain evidence in relation to a criminal offence, where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, or are advised by the Police following a report to them that they will not take any further action to investigate an alleged offence, the College can decide whether it is appropriate to delete any files or data from the device, and may retain the device as evidence of a breach of this policy, the College's Behaviour Policy and the College rules. The College may then take steps to punish the pupil in accordance with the College's Behaviour Policy, where appropriate. In the event that the search highlights a safeguarding concern in respect of any pupil, the College will follow the procedures set out in the College's Safeguarding and Child Protection Policy.

College staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will always consider whether confiscation is proportionate and consider any relevant special circumstances.

The College will keep a record of all searches carried out, including the results of any search, and the actions taken following that search.

5 Conclusion

The College recognises that bullying is a serious and pernicious form of behaviour which can cause psychological damage, hurt, loss of self-esteem and can in extreme cases lead to suicide.

The best defence against anti-social behaviour is the clear acknowledgement by each member of the community of a personal responsibility for the wellbeing of others and a willingness to take appropriate action on behalf of those in need.

Appendix 1

Creating an anti-bullying culture

1.1 Ethos

The expectations of the College community are that:

- 1.1.1 every pupil at the College will uphold the College Code of Conduct for Pupils which is displayed around the College.
- 1.1.2 a pupil or member of staff who witnesses or hears of an incident of bullying will report it.
- 1.1.3 a complaint of bullying will always be taken seriously.
- 1.1.4 no one will tolerate unkind actions or remarks or stand by when someone is being bullied.

1.2 Equal opportunities

In College and every year group:

- 1.2.1 discriminatory words and behaviour are treated as unacceptable.
- 1.2.2 positive attitudes are fostered towards people who are disabled and towards ethnic, religious, cultural and linguistic groups within and out of the College.
- 1.2.3 positive attitudes are fostered towards gender and sexuality differences through the curriculum and tutor groups as well as through the PSHE programmes.

1.3 Staff

Through their training and experience, members of staff are expected to promote an anti-bullying culture by:

- 1.3.1 celebrating achievement.
- 1.3.2 anticipating problems and providing support.
- 1.3.3 disciplining sensibly, fairly and consistently, taking into account any special educational needs or disabilities of the pupils and the needs of vulnerable pupils.
- 1.3.4 acting as advocates of pupils.

1.4 Pupils

Through our pastoral care system, pupils are informed and taught that bullying will not be tolerated in the College. They are encouraged:

- 1.4.1 to celebrate the effort and achievements of others.
- 1.4.2 to hold and promote positive attitudes.
- 1.4.3 to feel able to share problems with staff.
- 1.4.4 to turn to someone they trust, if they have a problem.
- 1.4.5 not to feel guilty about airing a complaint.
- 1.4.6 to treat meals as pleasant social occasions.

The College emphasises with senior pupils the role which is expected of them in setting a good example and being helpful to younger pupils and each other.

Appendix 2

Bullying definitions

1 **Bullying** may:

- 1.1 be physical (e.g. hitting, kicking, and spitting).
- 1.2 be verbal (e.g. teasing, spreading rumours).
- 1.3 be indirect (e.g. excluding someone by not talking to them or leaving them out of a group).
- 1.4 be manipulative (e.g. getting someone else to tease or hit someone).
- 1.5 involve complicity in someone else's action (e.g. as a bystander who looks the other way).
- 1.6 take place in cyberspace, on social network sites, or by sending text/voicemail messages.

Bullying is often hidden. It may involve actions or comments that are racist, sexist, homophobic, or which focus on disabilities. It can focus on someone's gender, religion or culture, make fun of someone because they have special educational needs, or because someone's family circumstances appear unusual, for example they are a carer. It can happen anywhere and at any time.

2 **Physical bullying** may involve:

- 2.1 hitting or kicking someone.
- 2.2 jostling, bumping, and pushing someone.
- 2.3 spitting at someone.
- 2.4 invading someone's body space.
- 2.5 physically humiliating someone (e.g. by 'de-bagging' them).
- 2.6 firing darts or pellets at someone.
- 2.7 taking or damaging or hiding someone's property.
- 2.8 invading someone's workspace or locker.

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

3 **Verbal bullying** may involve:

- 3.1 spoken comments.
- 3.2 written notes.
- 3.3 emails or text messages.
- 3.4 improper use of Instagram, Snapchat, Facebook and similar social media.
- 3.5 phone calls.
- 3.6 the defacing of notices.
- 3.7 name-calling, spreading rumours, publicly blaming someone for something they have not done.
- 3.8 circulating unflattering drawings or photographic images of someone.

4 **Indirect or manipulative bullying** may involve:

- 4.1 ostracising a fellow pupil by not speaking to them or by refusing to sit alongside them in class, in the dining hall, etc. (or by moving away when they come and sit down);
- 4.2 the manipulation of social networks to exclude, marginalise or intimidate individuals.
- 4.3 publishing photographs or images of someone that are intended to invite mockery or gossip.

- 4.4 encouraging others to become the agents of physical or verbal bullying against one's intended individual.
- 5 Bullying characterised by racism, sexism, homophobia, transphobia and the exploitation of disability** may involve:
- 5.1 spoken comments, phone calls, electronic messages or written notes about someone (their friends or a member of their family), or about some group of pupils.
- 5.2 e-mails, web postings or text messages about someone (their friends or a member of their family), or about some group of pupils'.
- 5.3 the defacing of notices with snide remarks about someone (their friends or a member of their family), or about some group of pupils.
- 6 Sexual bullying** may involve:
- 6.1 bullying that seeks to hurt people by drawing attention to their body shape, hair colour, manner of dress, alleged sexual attractiveness (or lack of it), close friendships or the absence of intimate relationships in an individual's life.
- 6.2 physical action of a sexually intimidating nature (by the invasion of body space, inappropriate touching);
- 6.3 spreading rumours about an individual's lifestyle (or the lifestyle of a close friend or relative);
- 6.4 spoken comments, written notes, emails, web postings, text messages, phone calls about someone (their friends or a member of their family), or about some group of pupils.
- 7 Bullying focused on religion, culture or family background** may involve:
- 7.1 spoken comments, written notes, emails, web postings etc. that highlight an individual's religion or culture with the purpose of mocking them for cultural or religious difference.
- 7.2 pejorative religious or cultural descriptors (e.g. 'Muslim terrorist', 'Paki shopkeepers');
- 7.3 gossip about an individual's family circumstances, spreading stories about (for example) his/her being adopted, a parent in a same-sex relationship, a relation in the news for negative reasons.
- 8 Electronic or Cyber-bullying** may involve:
- 8.1 sending abusive, insulting or malicious text or recorded messages or emails.
- 8.2 posting abusive or malicious messages on websites, using blogs, on-line or personal polling sites, etc.
- 8.3 posting on a social network site facts, photographs or recordings of someone with the intention to embarrass or belittle them in the eyes of others.
- 8.4 indulging in malicious or spiteful conversations in chat rooms.
- 8.5 spreading abuse, malice or scurrilous gossip by other electronic means.
- 8.6 hacking into social networking sites and removing personal material.
- 8.7 filming fights or assaults (e.g. 'happy slapping' clips) using mobile phone networks or other networks.
- 8.8 making repeated silent calls to a mobile phone or leaving abusive messages on voice mail.
- 8.9 'fraping' (a combination of 'Facebook' and 'rape') is when someone has used your Facebook account without permission and destroyed comments or pictures or created new and offensive comments and pictures pretending to be you. Fraping is also classified as using a pseudonym or someone else's telephone or e-mail account) for anonymity when indulging in bullying.



Children may attempt to justify much of this type of behaviour as a 'practical joke' rather than as bullying. This misconception of such activity is not acceptable. In circumstances where bullying actions involve hacking into the computer of another person or some other action by which the child displaying bullying behaviour or perpetrator adopts a different identity online, that act of deception will be judged to compound the significance of the bullying activity. Similarly, online bullying activity that is done anonymously will be judged with greater severity.

9 Sharing of nude/semi-nude photographs (formerly sexting)

Sharing of nude/semi-nude photographs (sexting) is commonplace. Circumstances in which pupils might share nude or semi-nude photographs vary. **Where school pupils under 18 years of age are involved, this practice is always illegal.**

Pupils must also understand that:

- 9.1 Sending someone your sexualised image, when you are under 18, is bullying – it is an action with threatening character because the recipient could face severe legal consequences, and it causes anxiety.
- 9.2 passing on a sexualised image of any person under 18 is bullying – it is an action that threatens the recipient and one that demeans the person pictured; it is a cause of anxiety.
- 9.3 sending a sexualised image to try and initiate a romantic relationship is bullying – it is threatening, offensive action. It causes anxiety.
- 9.4 if you are asked to send your sexualised image then you should report it to a responsible adult.

The consequences of sexting can be serious for the perpetrator. It is illegal in the UK to publish or download a sexual image of someone under 18 even when it is the child themselves who created and posted the material online.

10 Child Protection

Bullying that is so extreme that a pupil suffers or is likely to suffer significant harm is a Child Protection concern and will be reported as such.

11 Signs of Bullying

A child may indicate by signs or behaviour that he/she is being bullied. Parents and teachers should be aware of these possible signs, and they should investigate if a child:

- 11.1 is unwilling to come to College.
- 11.2 becomes withdrawn or anxious as a weekend or holiday draws to a close.
- 11.3 expresses anxiety about his/her appearance (hair colour, body shape, clothing etc.).
- 11.4 changes established habits (e.g. giving up music lessons or support of a local football team, changing their accent or vocabulary).
- 11.5 has possessions which go 'missing' or returns home with clothes or books damaged.
- 11.6 asks for significant increases in pocket money he/she is given.
- 11.7 begins to do poorly in school work.
- 11.8 becomes aggressive, disruptive or unreasonable.
- 11.9 becomes excessively eager to please.
- 11.10 is bullying siblings or other children.
- 11.11 exhibits diminishing levels of self-confidence.
- 11.12 chooses the company of adults in preference to that of peers.
- 11.13 displays repressed body language and poor eye-contact.
- 11.14 begins stammering or truanting.

- 11.15 shows reduced interest in personal hygiene or grooming.
- 11.16 complains of headaches or stomach cramps.
- 11.17 has unexplained cuts or bruises.
- 11.18 has difficulty sleeping or experiences nightmares.
- 11.19 runs away or talks of suicide.



Appendix 3

Ashville College Anti-Bullying Procedure

The College ensures that all instances of, or concerns about bullying and cyberbullying, both on and away from College premises are easy to report and that they are recorded properly. Records of instances of bullying and allegations of bullying will be kept on in order to enable the School to identify patterns of behaviour and to evaluate the effectiveness of this anti-bullying policy.

The College recognises that pupils are likely to report bullying to someone they trust: this could be any member of staff. The College also recognises that children may not find it easy to tell staff about bullying verbally and that instead they may show signs or act in ways they hope adults will notice and react to. It is also recognised that an incident may come to a member of staff's attention through a report of a friend, or by overhearing conversations. All staff will be trained in handling an allegation and will be aware that they must listen to the pupil, not ask leading questions, and make a written record of the allegation to the best of their ability.

The College also recognises that a first disclosure to a trusted adult may only be the first incident reported. It is not necessarily representative of a singular incident. Staff will take all reports seriously regardless of how long it has taken for the child to come forward. Staff will act immediately and will support the child who may have been bullied when they raise a concern.

Parents who are worried about bullying issues are always welcome to contact a member of the Senior Leadership team or any other member of staff about their concerns.

We must prevent bullying through a proactive and preventative approach by following the proactive measures set out in this policy and:

- continually reminding pupils about the issue of bullying and its consequences.
- Promoting British Values to develop pupils' sense of tolerance and respect for diversity.
- Being on the lookout for potential problems.
- Asking parents and pupils to inform us at an early stage of any issues.
- Raising the subject with the College Council and seeking feedback from pupils through representatives' input/pupil surveys.
- Raising staff awareness through training.
- Taking action to reduce the risk of bullying at times and in places where it is most likely.
- Intervening personally (on behalf of any who suffer) but not putting oneself in danger.
- Reporting any incidences of bullying to Red Ties, Liaison Prefects, Peer Mentors, Teachers, Class Teachers, Form Tutors, Heads of Lower and Upper School (Senior School), Head of Sixth Form, Head of Prep School and Deputy Heads as well as the Head.

If an incident of bullying is reported, the following procedure will be adopted:

1. The member of staff to whom the incident was reported, or who first discovers the situation, will reassure and support the pupils involved, without promising absolute confidentiality, and they will report the matter to the Class Teacher (in the Prep and Pre-Prep School) or the Heads of Upper or Lower School (Senior School) or the Head of Sixth Form who will lead on the situation (the "Case Handler").
2. The Case Handler will inform an appropriate member of the College's pastoral team and the Designated Safeguarding Lead about the bullying allegation as soon as possible.

3. Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should follow the procedures set out in the College's Safeguarding and Child Protection Policy rather than the procedure set out below.
4. the Case Handler involved will lead an investigation into bullying behaviour by gathering information from witnesses, CCTV (if appropriate) or other means. As part of this investigation, the child who may have been bullied and the child displaying bullying behaviour or perpetrator will each be interviewed individually by the Case Handler on their own (or, if appropriate, with a suitable person present for support) and asked to write their account of events.
5. Where the Case Handler considers that the reported bullying behaviour may be criminal or considers that there may be a risk of harm to someone, the Case Handler will discuss this with the College Head and will report the matter to the Police without delay, if considered necessary. The College will then follow the procedures set out in the Safeguarding and Child Protection Policy as well as any guidance from the Police.
6. The incident/s should be recorded on CPOMS and signed and dated by the Case Handler. It should then be given to the Designated Safeguarding Lead who is responsible for securely storing all records of bullying and other serious disciplinary offences. If it is not practicable to use the incident form, the incident must still be written down, signed, and dated by the Case Handler, and held securely by the Designated Safeguarding Lead.
7. The Designated Safeguarding Lead will inform the Head of Prep or Deputy Head, tutors of both the child displaying bullying behaviour or perpetrator and the child who may have been bullied as soon as possible. In serious incidents, or where appropriate, the Head should be informed and may involve the Designated Officer (the LADO – Local Authority Designated Officer), or the police in cases of actual/suspected illegal content, or the National Crime Agency's Child Exploitation and Online Protection Education Team.
8. The child who may have been bullied) will be interviewed again at a later stage by a member of the pastoral team, separately from the child displaying bullying behaviour or perpetrator. They will be offered support to develop a strategy to help. It will be made clear to them why revenge or retaliation is inappropriate.
9. The perpetrator(s) will be interviewed again at a later stage by a member of the pastoral team, separately from the child who may have been bullied, and it will be made clear why their behaviour was inappropriate and caused distress. They will be offered guidance on modifying their behaviour. The College's Behaviour Policy may also be invoked. Sanctions under the Behaviour Policy might include, for example, detention and withdrawal of privileges. The College may exclude a pupil, either temporarily or permanently, in cases of serious or persistent bullying, or in the event that the support put in place for the perpetrator(s) does not result in the modification of behaviour to an acceptable level.
10. The parents/ guardians of all parties will be informed and may be invited into College to discuss the matter, and the appropriate sanctions under the Behaviour Policy. The parents' support will be sought in respect of preventative measures, and any concerns of either party will be addressed.
11. A way forward, including where appropriate disciplinary sanctions and support for the perpetrator(s), should be determined, and where possible agreed with all parties. This should

recognise that suitable support may be needed by the pupils who are being bullied, and also by the pupils who, display bullying behaviour as well as dealing with disciplinary measures in accordance with the College's Behaviour Policy.

12. As part of this process, a meeting involving all the parties, with close staff supervision, may be convened to help develop a strategy which enables all concerned to close the episode.
13. A monitoring and review strategy will be put in place and put on record.
14. In very serious cases, and only after the Head has been involved, it may be necessary to make a report to the Police or Children's Services. However, in many cases it will be possible to resolve such issues internally under this policy and the College's Behaviour Policy.
15. Please note: any allegations against staff will be handled as other allegations following guidance in 'Keeping Children Safe in Education September 2025' and the College's Safeguarding and Child Protection Policy and Complaints Procedure.

Further to completion of the procedure for bullying incidents:

1. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
2. Pupils who have been harmed should be supported by:
 - the offer of an immediate opportunity to discuss the experience with their class teacher or form tutor or member of staff of their choice.
 - reassurance that the problem is being taken seriously.
 - the offer of continuous support.
 - strategies aimed at restoring their self-esteem and confidence.
3. Pupils who cause harm should be helped by:
 - discussion of what has happened.
 - exploration of why they became involved in the bullying incident.
 - clarification of what was wrong about their behaviour and why they need to change.
 - the involvement of parents or guardians to help change the attitude of the pupil.

Note: Each bullying incident will be individually investigated and will be dealt with in an appropriate manner which should take into account the circumstances of it.



Appendix 4

If you are worried about something

If something is making you unhappy, or you have a concern or worry about anything at all, it is important that you share your concern with an adult you feel able to talk to easily. It does not matter if your worry is about something or someone at school or outside school, you should feel free to approach an adult that you would like to talk to.

The best person to approach is often your Form tutor, Heads of Lower and Upper School (Senior School) or the Head of Sixth Form. However, the important thing is to tell an adult you trust. This could be a member of teaching **or** support staff.

Whoever you approach will help you and will listen to you. If something needs to be investigated, they will sort this out and will only tell those people who need to know.

You could also approach **The Medical Centre Staff** or **The Chaplain**.

Or you could consider ringing:

Child Line (0800 1111)

Email: www.childline.org.uk

Our independent listener is the person to contact if you have problems you would like to discuss outside of school. Their name and contact number is:

Lesley Taylor

Phone: 01423 881116

The Office of the Children's Commissioner for England also spends a lot of time listening to what children and young people who live away from home have to say about how they are looked after. If you would like to contact the Office of the Commissioner, you can:

Phone: 0800 528 0731 or 020 7783 8330

Email: help.team@childrenscommissioner.gov.uk

More information can be found at: www.childrenscommissioner.gov.uk

Remember, we are here to listen and to help.

Appendix 5

Useful Sources of Information

Specialist Organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

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. The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people.

Kidscape

A charity established to prevent bullying and promote child protection providing 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.

Cyber-bullying and online safety

ChildNet International

Specialist resources for young people to raise awareness of online safety and how to protect themselves.

Digizen

Provides online safety information for educators, parents, carers and young people.

Internet Matters

Provides help to keep children safe in the digital world.

Think U Know

Resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

The **UK Council for Child Internet Safety (UKCCIS)** has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting'.

LGBTQ+

Barnardos

Through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBTQ+ pupils and tackle LGBTQ+ prejudice - based bullying.

EACH

(Educational Action Challenging Homophobia): provides a national Freephone.

Metro Charity

An equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity.

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.

SEND

Mencap

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

Changing Faces

Provide online resources and training to schools on bullying because of physical difference.

Anti-bullying Alliance SEND programme of resources

Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Mental Health

MindEd

Provides a free online training tool for adults that are also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

Race, Religion and Nationality

Educate Against Hate

Provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

Sexual Harassment and Sexual Bullying

Disrespect No Body

Home Office led campaign which helps young people understand what a healthy relationship is.