Anti-Bullying Policy

Ellesmere College

1. Policy Statement

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

1.1 In reviewing this policy the College has had regard to the DfE Guidance 'Preventing and tackling bullying' (updated July 2026) and;

The Education (Independent School Standards) Regulations 2014 to ensure that bullying at the school is prevented in so far as reasonably practicable and;

The Equality Act 2010 to:

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

Part 3 of the Children and Families Act 2014 to ensure that pupils with special educational needs engage in the activities of the school together with children who do not have special educational needs.

Keeping Children Safe in Education (September 2026)

Behaviour in Schools – Advice for teachers and school staff (February 2024)

National Minimum Standards for Boarding Schools (DfE, May 2026), especially Standards 11–13 (boarders' induction, support, contact and views), 15 (promoting positive behaviour), 16 (preventing bullying) and 17 (promoting good relationships).

1.2 This policy applies to all pupils at the College irrespective of whether or not a pupil is in the care of the College when or if bullying behaviour occurs. This policy will apply to bullying behaviour outside of the College of which the College becomes aware.

2. Aims and Objectives

The aim of this policy is to state clearly the strong position held by the College in its abhorrence of bullying, in all its forms, and to give guidance to the whole school community, pupils, parents and staff regarding what to look for, what to do and how the College will investigate and deal with behaviour felt to be detrimental to the welfare of the individual.

3. Definition

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

3.2 Bullying can be physical (e.g. hitting, kicking, pushing, or damaging possessions); verbal (e.g. name-calling or insulting); emotional/psychological (e.g. intimidating, isolating, or spreading rumours); and cyberbullying. In accordance with statutory guidance, cyberbullying includes the non-consensual sharing of self-generated intimate images and/or videos, including content generated or altered using Artificial Intelligence (AI) and deepfakes. School staff must never dismiss discriminatory peer abuse, targeted tech harassment, or sexualised bullying as mere 'banter', 'just having a laugh', 'a part of growing up' or boys being boys'.

3.3 Bullying may be sexual, sexist, or driven by misogynistic or misandristic attitudes that normalise harassment. It includes targeting individuals based on protected characteristics under the Equality Act 2010, including race, religion, culture, disability, special educational needs (SEND), sex, sexual orientation, age, gender reassignment and pregnancy.

3.4 Pupils may experience bullying linked to more than one protected characteristic or vulnerability.

3.5 Some forms of bullying, particularly sexual harassment, sexual violence, online abuse, coercive behaviour, prejudice-based abuse and harmful sexual behaviour, may constitute child-on-child abuse.

3.6 In strict compliance with the statutory framework, the College is actively alert to the heightened vulnerabilities of pupils who may be vulnerable to bullying because of their sex, gender identity, gender reassignment status, or other protected characteristic.

3.7 Staff must maintain vigilant oversight against discriminatory bullying, peer exclusion, or distress targeted at these pupils, ensuring all cases are handled with cautious, recorded, case-by-case decision-making linked to the Safeguarding Policy.

4. Symptoms and Outcomes

4.1 Bullying can happen to all children and young people and it can affect their social, mental and emotional health. School staff should support all pupils who are bullied.

4.2 Some pupils may be more vulnerable than others. It is important that we are sensitive to pupils who because of their behaviours or circumstances may be vulnerable. These groups include, those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities. Deteriorating attendance, poor punctuality, lack of progress and diminishing achievement can be indicators that the pupil is vulnerable in some way and susceptible to – or suffering already from – bullying.

4.3 Pupils being bullied may also demonstrate emotional and behavioural problems, physical problems such as headaches and stomach pains, or signs of depression. Bullying is a deeply damaging activity, potentially causing psychological damage for both the person being bulled and the person conducting the bullying, and its legacy can follow young people into adulthood. When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. If this is the case, the College's Child Protection and Safeguarding Policy and Procedures will be followed, which gives regard to Keeping Children Safe in Education, September 2026.

4.4 Although bullying is not a specific criminal offence, there are civil and criminal laws which apply to physical or sexual assaults on another, causing damage to the property of another, harassment and threatening behaviour. In addition, 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 with the intent to cause distress or anxiety.

If staff feel that an offence may have been committed they should speak to the child protection officer, who will seek assistance from the police. For example, under the Malicious Communications Act 1988, Communications Act 2003, Online Safety Act 2023 and other relevant criminal offences where applicable any person who sends an electronic communication

which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

5. Reporting Mechanism

Pupils may report concerns to any trusted adult, via safeguarding reporting systems, or anonymously where appropriate.

6. Raising Awareness

6.1 The College undertakes to raise the awareness of staff, both teaching and non-teaching, and pupils to the signs and symptoms of bullying and the damage that it can do. Specific occasions when this takes place include the start of year whole staff meeting where the Senior Deputy Head (SDH) and Deputy Head Pastoral (DHP) address all staff on the subject of Child Protection and bullying, the start of the Michaelmas and Summer Terms whole teaching staff meeting, the new staff induction process, the College Prefects Induction Course. (This is followed by College Prefects visiting Middle College Houses to talk to the House Prefects about dealing with bullying) and the Health and Social Education programme as published. Discussion and review of the topic is also promulgated through College Assemblies, House meetings, House pupil committees and the twice weekly briefings given in Common Room.

6.2 The school will raise the awareness of the anti-social nature of bullying through a PSHE and Citizenship programme, school assemblies, the school council, use of tutorial time and in the national curriculum and other programmes of study as appropriate.

6.3 Changing the attitude and behaviour of bullies will play a major part in the strategies used by the school.

7. Prevention

7.1 For the problem of bullying to be tackled successfully a climate needs to be created and established in which all forms of victimisation are discouraged, and where reporting cases of bullying is seen as the normal and proper thing to do. It will obviously be necessary to treat cases of bullying in a different way to one-off acts of aggressive or victimising behaviour. The latter would include pushing in the corridor, taking another pupil's possessions without genuine permission, taunting another pupil, shutting a door in someone's face. In these cases colleagues are expected to intervene with a firm response, indicating that such behaviour is not acceptable. Each case must be treated on its merits in accordance with the College's Behaviour and Discipline Policy and whilst conscious of the need not to underplay the more persistent, if less noticeable, type of misbehaviour, it should not be necessary to carry out a detailed investigation in accordance with this Anti-bullying Policy.

7.2 All pupils need to understand that bullying is totally unacceptable, and be offered strategies for dealing positively and supportively with each other. The role of 'bystander, the reaction of pupils or others who witness bullying or acts of unkindness, is of particular importance. Simply standing and observing lends support to the perpetrator whilst giggling, laughing or otherwise appearing to enjoy the spectacle is even worse. Many perpetrators behave as they do to impress an audience, bystanders should deny them that opportunity; either by informing a member of staff or a senior pupil or, if appropriate, offering support to the victim at the time and then ensuring that the matter is brought to the attention of staff, ideally accompanying the victim. The actions of a 'bystander' who witnesses or comes across any form of 'cyber bullying' is of

particular importance since there is a danger, if nothing is said, of the issue resulting in serious consequences.

7.3 For bullying to flourish it only requires those who disapprove of it to stay silent. Pupils are encouraged to speak up on behalf of others.

7.4 This is true for parents, students and staff. All have a part to play in preventing bullying, and online bullying, including when they find themselves as bystanders.

7.5 No member of the community must be in any doubt as to the school's abhorrence of bullying and its determination to deal firmly with all cases.

7.6 Members of staff are vigilant at all times but particularly:

- Before lessons; in the queue for the dining hall and in the dining hall itself
- In school corridors
- On school transport.

7.7 Pupil behaviour is regularly discussed in staff meetings. The result of these meetings is to feed back information about friendship patterns, particular incidents, any pupil who seems to be isolated, any growing "power base" and any known conflict between a member of staff and a pupil, or between pupils so that strategies can be developed to prevent problems, that may lead to bullying incidents.

8. Staff Guidance and Training

8.1 The Policy will be propagated to all staff through the Staff Handbook, the New Staff Induction process, staff INSET and the twice weekly staff briefings. At each 'Whole Staff' meeting at the start of the academic year (Michaelmas Term) and of the Summer Term the DHP/SDH will introduce themselves to new staff, both teaching and support, and will remind all staff of the importance of vigilance, the significance of what they may see or hear and the correct procedure for bringing concerns to House staff or to one of them direct. The school policy is to be understood, legal responsibilities and action to resolve and prevent problems known. Where appropriate the school is prepared to invest in specialist skills to understand the needs of pupils.

8.2 The Policy also forms part of the Induction Programme for College Prefects who, in turn, disseminate the policy to prefects in the Middle School Houses who are also instructed by their House Staff. Lower School Prefects are briefed by the Head of Lower School.

9. Investigating a Suspected Case of Bullying

9.1 In essence the term 'bullying' is most properly used when referring to repeated incidents. If the word 'bullying' is used in this context then the anti-bullying policy MUST be activated by the member of staff concerned.

9.2 Although a pupil's Housemaster/Housemistress or, in the case of Lower School Day pupils, the Head of Lower School is the first point of referral for all pastoral matters, all staff have an obligation to act immediately in accordance with these procedures when 'bullying' is suspected or reported.

9.3 Where a complaint is made or bullying behaviour is suspected, members of staff should respond personally by carrying out an initial investigation by carrying out informal interviews (see section on interviews below). The member of staff should quickly and sensitively offer advice, support and reassurance to the alleged victim and inform the Head of Sixth Form, Middle School and Lower School, as appropriate, as soon as possible. Housemaster/Housemistress and Tutor of the pupils concerned should also be informed.

9.4 Where bullying outside school is reported to school staff, it should be investigated and acted on. The Head should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. This is in line with the schools Behaviour Policy.

9.5 If, after the initial investigations by the member of staff concerned, it is felt that 'bullying' is indeed the appropriate terminology the following procedures must be followed.

i. Inform the relevant Tutor, HsM, HoLMS, as appropriate, and DHP/SDH. Clarify with the HsM or member of SLT who is to lead the investigation.
ii. In most cases, the HsM, HoLMS or a senior member of staff will lead the investigation.
iii. Parents of the victim will be contacted (normally by the HsM) to explain the position.
iv. The member of staff making the report will pass on any evidence or statements etc to the HsM and HoLMS.
v. As appropriate, the HsM and HoLMS will conduct interviews (all interviews to be witnessed and documented) with the victim; any witnesses; and the suspected bully or bullies.
vi. The victim and parents will be kept informed to provide reassurance with regards the investigation and any action taken.
vii. Where appropriate parents of the suspected bully will be informed by his or her HsM that an investigation is taking / has taken place.
viii. A 'case conference' to be held with the DHP/SDH to decide upon the appropriate sanction / course of action should any be required.
ix. All pupils and parents informed of outcome by their HsM unless agreed otherwise in person or by phone. A follow up email should follow. Email alone may be used if this is the only form of communication due to language issues.
x. A bullying incident will be treated as a child protection concern where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the school will report its concerns to children's social care. (Please see the College's Child Protection and Safeguarding Policy and Procedures).

10. Time Requirements

10.1 Dealing with a situation involving bullying takes time – there are a few instant solutions. It is important that if there is likely to be a delay before seeing a suspected victim then the pupil must:

- Be reassured that the matter will be dealt with.
- Be notified of a time when the pupil can be spoken to.
- If a pupil is distressed he or she must be allowed to miss lessons until things have settled down.

11. Interviews

11.1 If the problem is reported by the victim the pupil must be spoken to first; it is essential that the pupil be reassured of the school's intention to deal with the problem.

11.2 If attention has been drawn by someone else, it is recommended that the following procedures be used:

- As much information as possible be gathered from witnesses.
- The suspected bully be interviewed after as much corroborated evidence as possible has been gathered.

- The victim should be spoken to at this final stage now that a fairly clear picture has been obtained.

11.2 Interviews need to be conducted in a calm, professional and non-confrontational manner with all those involved being allowed to tell their story in their own way. There should be no need to accuse, threaten, issue warnings or ask leading questions no matter how outrageous the behaviour being described.

11.3 It is important that:

- **The victim feels that he or she is receiving support.**
- **The witness feels comfortable and safe, knowing that the school will act upon any actual or threatened reprisal.**
- **The suspected bully or bullies feel that they are getting a fair hearing.**

12. Record Keeping, Documentation and Monitoring

12.1 All formal bullying investigations must be fully documented even if staff use sensitive methods to gather that information without raising pupil anxiety.

12.2 The following need to be included in the files (CPOMS) of both bully and victim:

- The pertinent information from the interviews.
- A statement of action taken and subsequent follow up.
- Parental correspondence, which must include verbal and written contact.

12.3 A central record of any investigation of potential bullying will be kept by the Deputy Head Pastoral who will monitor the documentation for any potential patterns of behaviour, location, time or personnel and to evaluate the effectiveness of the College's approach.

12.4 Regular reports are run from CPOMS to look for patterns, which would include:

- protected characteristics
- year groups
- locations
- boarding/day
- online/offline
- repeat perpetrators

13. Action

13.1 The VICTIM will be told that action will be taken to relieve the situation, i.e. the bully will be spoken to. Advice and support for the victim will be provided, including support from external services where appropriate.

13.2 The BULLY needs to understand how his or her actions are affecting the victim, and if this is acknowledged, the pupil can be encouraged to modify his or her behaviour including, where necessary, access to counselling and other advice and support. The bully will also be required to make appropriate reparation. If it is obvious that little progress is being made in this direction then a more direct approach involving sanctions will have to be adopted in accordance with the College's Behaviour and Discipline Policy.

13.3 A risk assessment will be carried out following serious bullying.

13.4 Education – one-to-one tuition using PSHE resources, restorative conversations and repairing relationships where appropriate.

14. Sanctions

Possible sanctions include:

- A verbal warning as to his or her further conduct, and that this warning is being recorded in the pupil's file.
- A letter of apology from the bully to the victim / the parents of the victim
- Withdrawal of House or school privileges
- Suitable community service either in the House or school.
- Detentions
- Referral to a member of the SLT and/or the Head, if the case is extreme, or the bully persistently re-offends.
- As with all offences the Head has at their discretion the options of suspension and permanent exclusion.

In most cases sanctions will be applied from the above list. In some cases, bullying may become a safeguarding incident, which will result in the safeguarding policy being followed. This may result in the incident being referred to the police, particularly in cyberbullying cases.

15. Support

15.1 The College recognises the potential impact of bullying on mental health and wellbeing and will provide appropriate pastoral and therapeutic support. Support will range from pastoral care provided in House, counselling services within the school, local authority help or CAMHS. In all cases parents should be involved.

15.2 A week or so after deciding a course of action it is important to ask the victim whether the problem has been dealt with or whether there have been any consequences or re-occurrences. It may also be useful to do a further follow-up in about a month's time. If there have been reprisals, then the Deputy Head must be informed immediately for further action.

16. Governors

The governing body receives termly information regarding bullying incidents, trends and actions taken, enabling it to monitor the effectiveness of the College's anti-bullying arrangements

17. Review

The annual review of this policy will be undertaken by the Deputy Head Pastoral who will take into account any guidance published by the DfE and ISI, together with the detail of the central record of any bullying incidents.

Authorised by	The Head 
Date	September 2026

Reviewed by	DHP	
Date	September 2026	

APPENDIX 1 CYBER-BULLYING

A particularly insidious form of bullying may be referred to as 'Cyber-bullying' via text messages, social media or gaming , which can include the use of images and video, anonymous platforms, livestreaming, group chats, gaming platforms, AI impersonation, fake accounts, doxxing, coordinated online above). A working definition may be: 'An aggressive, intentional act carried out by a group or an individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself.' (The Anti-bullying Alliance.)

Ways to stay out of harm's way:

- Respect other people both online and off. Do not spread rumours or share secrets, including phone numbers and passwords.
- If someone insults you online or by phone, stay calm and ignore them.
- 'Do as you would be done by.' Think how you would feel if you were bullied. You are responsible for your own behaviour, make sure that you do not distress others or cause them to be bullied by someone else.
- Pupils are asked to report anything that they see that worries them, whether about they themselves or about other pupils in the school.

See also the College's policy on the acceptable use of IT.

Where a member of staff hears a complaint of or suspects cyber-bullying, the procedures set out in this policy must be followed. The College's anti-bullying policy will be invoked as set out above when an incidence of cyber-bullying is reported to the DHP/SDH.

Any search will be undertaken in accordance with the Behaviour and Discipline Policy and current statutory guidance on searching, screening and confiscation

In addition to the actions set out above, the College will offer support to the recipient of the bullying in the form of information sheets or the addresses of websites, given below, containing advice about how to counter the form of bullying in question. The school will discuss with the recipient and his or her parents whether the Police should be informed.

What to do if you are being cyber-bullied:

- Keep any evidence. (Print off internet material, save texts etc, even if the material is embarrassing – such material will be treated with discretion but may be crucial in dealing with the issue.)
- Do not ignore the bullying. Tell someone you trust such as a member of staff or your parents.
- Keep calm, don't get angry or frightened. Just don't react; it will only make the person bullying you more likely to continue.
- Consider signing out of a web site if that is the source of the problem.
- The law is on your side. There are laws that may be used to counter cyber-bullying.

Websites with links to specific advice.

https://www.ceopeducation.co.uk/8_10/ advice about staying safe on the internet.

http://www.anti-bullyingalliance.org.uk – information and advice about bullying in general.

Schools and colleges should also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities. The unique challenges regarding social media are discussed at paragraph 473 along with potential support. In addition, the principles described in Childnet's cyberbullying guidance could be helpful.

Preventing bullying including cyberbullying – DfE advice.

Childnet – Provides guidance for schools on cyberbullying.

Online safety guidance if you own or manage an online platform – DCMS advice.

UK Safer Internet Centre provide tips, advice, guides and other resources to help keep children safe online.

https://www.ellesmere.com/pastoral/college-policy-documents - National Online Safety - Guides for Parents
To help parents navigate the many social media sites, apps, games, and messaging apps now available on the internet and through mobile devices, and to provide support in general for internet use, etiquette and safety, we have teamed up with National Online Safety - an organisation who work with schools and school staff, parents and children, equipping them with the knowledge they need to understand online dangers and how best to react should an incident arise and ultimately to make the internet a safer place for children.

Cyber-bullying Support Information.

If you feel you are being bullied through your mobile phone, either with phone calls or text messages, you will be able to seek help from your phone network provider using the phone numbers below:

- EE – 0800 956 6000, or 150 from an EE phone
- Vodafone – 0333 304 0191, or 191 from a Vodafone phone
- O2 – 0344 809 0202, or 202 from an O2 phone
- Virgin Mobile – 0345 600 0789, or 789 from a Virgin Mobile phone
- 3 Network – 0333 338 1001, or 333 from your 3 Network phone

If you are experiencing bullying phone calls through your landline, the numbers of the providers below may be useful:

- British Telecom Nuisance Call Advisor - freephone 0800 661 441
- Virgin Media 0345 454 1111
- National Bullying Helpline – 0300 323 0169 or 0845 22 55 787

If you are experiencing cyber-bullying through your email account, you may want to contact your Internet service provider for help.

A CHECKLIST / AIDE MEMOIRE FOR INVESTIGATING A POSSIBLE CASE OF BULLYING

The term "bullying" is most appropriately used to describe behaviour that is repeated over time. Where concerns are raised that suggest bullying may be occurring, the College's Anti-Bullying Policy must be followed. Although a pupil's Housemaster/Housemistress, or in the case of Lower School day pupils the Head of Lower School, is ordinarily the first point of contact for pastoral matters, all members of staff have a responsibility to act promptly when bullying is suspected or reported. The member of staff receiving the concern should undertake an initial enquiry, provide appropriate support to the pupil concerned, and notify the relevant Head of Sixth Form, Head of Middle School or Head of Lower School, together with the Housemaster/Housemistress and Tutor, as soon as practicable.

Where initial enquiries indicate that the behaviour may constitute bullying, the formal procedures set out in this policy must be followed.

COMMENT		**Date done**
1.	The member of staff is to inform the Tutor, HsM, HoLMS and DHP/SDH. (via CPOMS – ensuring that it is flagged that the situation is probably 'bullying'.)	
2.	In most circumstances, the HsM (in LS for HsM read Tutor) and HoLMS will take over the investigation.	
3.	Parents of the victim should be contacted by the HsM to explain the position.	
4.	The member of staff to pass on any evidence or statements etc.	
5.	HsM and HoLMS to conduct interviews (witnessed and documented) with the victim. (please see notes attached re possible best order of interviewing those involved)	
6.	HsM and HoLMS to conduct interviews (witnessed and documented) with any witnesses.	
7.	HsM and HoLMS to conduct interviews (witnessed and documented) with the suspected bully or bullies.	
8.	The victim should be spoken to again now that a clearer picture has been obtained.	
9.	Parents of the victim to be kept informed. (Please note the dates / times as appropriate.)	
10.	Parents of the suspected bully to be informed by his or her HsM that an investigation is taking / has taken place.	
11.	A 'case conference' to be held with the DHP/SDH to decide upon the appropriate sanction / course of action should any be required.	
12.	All pupils and parents informed of outcome by their HsM unless agreed otherwise. (In person or by phone)	
13.	FOLLOW-UP. A week or so after deciding a course of action it is important to ask the victim whether the problem has been dealt with or whether there have been any consequences or re-occurrences. To be recorded.	
14.	Further follow up if thought necessary. It may also be useful to do a further follow-up in about a month's time. If there have been reprisals then the Deputy Head must be informed immediately for further action.	
15.	The following should be attached to this form and copies placed in the files of both the victim and the 'bully': all statements from victim, witnesses, possible bully.	
16.	The following should be attached to this form and copies placed in the files of both the victim and the 'bully': statement of outcome and any action taken.	
17.	The following should be attached to this form and copies placed in the files of both the victim and the 'bully': record of communication with parents of any parties involved.	

Notes for guidance

Time requirements

- Dealing with a situation involving bullying takes time – there are few instant solutions. It is important that if there is likely to be a delay before seeing a suspected victim then the pupil must:
- Be reassured that the matter will be dealt with.
- Be notified of a time when the pupil can be spoken to.
- If a pupil is distressed the pupil must be allowed to miss lessons until things have settled down.

Interviews

- If the problem is reported by the victim the pupil must be spoken to first; it is essential that the pupil be reassured of the school's intention to deal with the problem.
- If attention has been drawn by someone else, it is recommended that the following procedures be used:
- As much information as possible be gathered from witnesses.
- The suspected bully be interviewed after as much corroborated evidence as possible has been gathered.
- The victim should be spoken to at this final stage now that a fairly clear picture has been obtained.
- Interviews need to be conducted in a calm, professional and non-confrontational manner with all those involved being allowed to tell their story in their own way. There should be no need to accuse, threaten, issue warnings or ask leading questions no matter how outrageous the behaviour being described.

It is important that:

- The victim feels that he or she is receiving support
- The witness feels comfortable and safe knowing that the school will act upon any actual or threat of reprisal.
- The suspected bully or bullies feel that they are getting a fair hearing.

Documentation

- A summary should be made of what has been said by all those involved. Judgement and discretion must be used to decide the extent of documentation necessary: it should be remembered that writing statements down can increase anxiety amongst pupils and therefore prevent the full truth from coming out.
- The following need to be included in the files of both bully and victim:
- The pertinent information from the interviews.
- A statement of action taken and subsequent follow up.
- Parental correspondence / communications.

Action

- The victim will be told what action will be taken to relieve the situation. The bully will be spoken to.
- The bully needs to understand how his or her actions are affecting the victim, and if this is acknowledged, the pupil can be encouraged to modify his or her behaviour including, where necessary, access to counselling. The bully will also be required to make appropriate reparation.
- If it is obvious that little progress is being made in this direction, or the situation is felt to be serious enough to warrant it, then a more direct approach involving sanctions will have to be adopted.

Sanctions/Actions

Possible sanctions/actions include:

- Educational requirement.
- A verbal warning as to his or her further conduct, and that this warning is being recorded in the pupil's file.
- A letter of apology from the bully to the victim.
- A letter of apology from the bully to the parents of the victim with a copy to the parents of the bully.
- Withdrawal of House privileges.
- Withdrawal of School privileges.
- Suitable community service either in the House or School.

Referral to the SDH/DHP and then the Head, if the case is extreme, or the bully persistently re-offends.
As with all offences, the Head has at his discretion the options of suspension and permanent exclusion.

APPENDIX 2 RESOURCES

- National Crime Agency's CEOP Safety Centre aims to keep children and young people safe from online sexual abuse. Online sexual abuse can be reported on their website and a report made to one of its Child Protection Advisors.
- **The NSPCC** provides a helpline for professionals at 0808 800 5000 and help@nspcc.org.uk. The helpline provides expert advice and support for school and college staff and will be especially useful for the designated safeguarding lead (and their deputies).
- Support from **specialist sexual violence sector organisations** such as Rape Crisis or The Survivors Trust.
- **The Anti-Bullying Alliance** has developed guidance for schools about Sexual and sexist bullying.
- **The UK Safer Internet Centre** provides an online safety helpline for professionals at 0344 381 4772 and helpline@saferinternet.org.uk. The helpline provides expert advice and support for school and college staff with regard to online safety issues.
- **Internet Watch Foundation**: If the incident/report involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed by the Internet Watch Foundation (IWF).
- Childline/IWF: Report Remove is a free tool that allows children to report nude or sexual images and/or videos of themselves that they think might have been shared online.
- **UKCIS Sharing nudes and semi-nudes advice**: Advice for education settings working with children and young people on responding to reports of children sharing non-consensual nude and semi-nude images or videos (also known as sexting and youth-produced sexual imagery). See footnote 8 for more information.
- National Crime Agency's CEOP Education Programme provides information for the children's workforce and parents and carers on protecting children and young people from online child sexual abuse.
- LGFL 'Undressed' provided schools advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders.