

FREWEN COLLEGE

ANTI BULLYING (COUNTER BULLYING) POLICY

This policy applies to the whole school

The Policy is available to the school staff via Staff Share Point

We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of the school. All our school policies support our approach to safeguarding (child protection). Our fundamental priority is our children and their wellbeing; this is first and foremost.

(In our school the pupils are referred to as students. Therefore the using the term 'child' or 'student' is interchangeable in this policy as is appropriate and the age range of the students at Frewen College is from 7 – 19)

Scope: All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the *Policies Register*.

Legal Status: Complies with The Education (Independent School Standards) (ISS) (England) Regulations currently in force and the National Minimum Standards (NMS) for Residential Special Schools (RSS) (DfE: September 2022).

Monitoring and Review: These arrangements are subject to continuous monitoring, refinement, and audit by the Headmaster. The Board of Governors will undertake a full annual review of this document, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements and it will be made available to them in writing or electronically.

Signed:

Policy Agreed: September 2024
Date Published: September 2024
Next Review: September 2025



M. Loveday
Headmaster



J. Stevenson
Chair of Governors

Designated Member of Staff responsible for Anti-Bullying: The Member of Staff with overall responsibility for Anti-bullying in the whole school is Katy Skinner, in conjunction with the Designated Safeguarding Lead (DSL) and who works in collaboration with the Heads of Prep School, Senior School and Sixth Form to manage behaviour.

Oversight and implementation of this policy rests with Heather Miller, who is the designated member of the Board of Governors for safeguarding and is responsible for the adoption of the policy in practice. They can be contacted through the College.

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Principles - Aims and Objectives: At Frewen College, we seek to create a culture in which bullying of any kind, either against pupils or adults is not accepted by any member of the school community. Bullying of any kind can threaten both the mental health and educational progress of our pupils. Frewen College enables all members of the school community to understand what constitutes bullying. We make it clear to pupils, staff and parents that bullying is completely unacceptable. We strongly believe, as part of our behaviour policy, that our pupils have the right to study in a safe, supportive and secure environment, free from physical threats, verbal taunts and any form of harassment. Incidents of bullying threaten this and cause enormous stress to victims. We are therefore strongly committed to the avoidance of bullying in all its forms. We provide a clear framework for dealing with incidents of bullying, ensuring that bullies are dealt with swiftly and firmly. Our straightforward procedures make it easy to report bullying, including cyber bullying and bullying and bullying outside of school.

In addition, unlike at day schools, boarders who are being bullied (off line) cannot escape their bullies for long periods of time as they are not going home as often. Bullying behaviour is wholly and always unacceptable. Downplaying certain behaviours can lead to a culture of unacceptable behaviours, an unsafe environment for students and, in worst case scenarios, a culture that normalises bullying. An example of this would be tolerating behaviour or dismissing it as ‘just banter’ or part of ‘growing up’. We aim:

- to train all school staff to recognise bullying and know who to go to, if required, in order to ensure bullying is dealt with.
- to ensure that the needs of all pupils, including boarders, and staff are met so members of the school community feel safe knowing that bullying, physical threats or abuse are not tolerated, and that they belong;
- to ensure that all forms of bullying (including cyberbullying, prejudice-based and discriminatory), at the school, are prevented in so far as reasonably practicable, by the drawing up and implementation of a proactive and effective anti-bullying strategy.;
- to operate proportionate systems to monitor and control the use of electronic communications in order to detect abuse, bullying or unsafe practice by boarders
- to include accessible and effective systems for children to report bullying.

Therefore if bullying does occur, all pupils should be able to tell, and know that incidents will be dealt with promptly and effectively. All adult members of our school community should be vigilant in recognising that bullying is taking place, and deal with it thoroughly and with sensitivity. Our aim is to promote positive relationships amongst all members of the school community and to develop a culture in which individuals are listened to and their concerns taken seriously. Records are kept to evaluate the effectiveness of the approach or to enable patterns to be identified.

We believe that the principle means of prevention is through the maintenance of conditions where bullying is less likely to flourish and is more easily detected. All pupils are known to us personally and it is therefore easier for us to detect signs of possible distress. Moreover, we feel that it is important that pupils have free and informal access to the Headmaster and other staff. This can be seen in the procedures we adopt. However, a formal anti-bullying policy is of utmost importance. We aim to promote a transparency in human relationships so that children, by default, are held to account for the feelings they may evoke in others. This policy applies to all Frewen College activities both on and away from the school campus. In the event of bullying taking place among the staff, the Headmaster should be informed and appropriate decisions made with possible reference to the relevant school Employment Policies and Procedures. Accusations of bullying of a pupil (pupils) by members of staff will be investigated thoroughly. Each pupil is treated fairly and with respect. Members of staff to whom disclosures are made should initiate the following procedures themselves and/or consult with the relevant staff as appropriate. All disclosures, whether from a pupil, a parent, a member of staff or a volunteer should be taken seriously and treated with sensitivity. The victim(s) should be made aware that their safety is considered to be of paramount importance.

We are a *TELLING School*. This means that anyone who knows that bullying is happening is expected to tell the staff. Posters to this effect are displayed in the school. All adult members of our school community should be vigilant to recognise where bullying is taking place, and deal with it thoroughly and with sensitivity. Records are kept to evaluate the effectiveness of the approach or to enable patterns to be identified.

Bullying – Child Protection Related Issues: Where 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. Where this is the case, staff should discuss with the school’s Designated Safeguarding Lead and report their concerns to their local authority children’s social care and work with them to take appropriate action. However, external support can be given to students whether or not it is deemed a child protection concern. Even where safeguarding is not considered to be an issue. Frewen College may need to draw on a range of external services to support the student who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

What is bullying? Definition of Bullying: Bullying can be defined as ‘*behaviour by an individual or group, that intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer – it may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email). It might be motivated by actual differences between children, or perceived differences.*’ The seriousness of bullying, both physical and emotional (which may cause psychological damage) and bullying on the basis of protected characteristics is taken particularly seriously;

Stopping violence and ensuring immediate physical safety is our school’s first priority, but emotional bullying can be more damaging than physical; the school will make judgements about each specific case. Bullying also involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Frewen College ensures early intervention to help set clear expectations of the behaviour that is and isn’t acceptable and help stop negative behaviours escalating. *Keeping Children Safe in Education* (2020) defines bullying as a form of abuse, ‘peer abuse’.

Bullying can be:

- *Emotional (indirect bullying) including isolation of others by a refusal to co-operate with them and exclusion* - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), deliberately excluding from social groups or an activity by refusal to sit next to/ talk to/ work/ co-operate with others and refusal to follow staff instructions to do the above, or malicious rumours, e-mails or text messages, and also exclusion from play/discussions etc. with those whom they believe to be their friends.
- *Physical harm or its threat including the abuse of personal property* – jostling, serious fighting, pushing, kicking, hitting, taking or hiding belongings, punching or any use of violence; deliberately destroying or damaging work or possessions or removing personal property, use of weapons/threatening use of weapon (or any object which could be used as a weapon), intimidation through physical gestures and actions.
- *Cyber* – not occurring face to face but rather through electronic means including, but not limited to, social networking sites, internet and intranet sites, email, instant messaging, by mobile phone including through text messages and phone calls, photographs both real and manipulated and so on. For more details of this see our e-safety policy and the specific ICT-Based forms of abuse (including Cyber Bullying) Policy.
- *Racist* - Bullying directed at individuals of a certain race, culture, ethnicity, language, faith, community, national origin or national status. The distinctive feature of racist bullying is that the victim is attacked not as an individual but as the representative of a family, community or group. This is an area where schools are required to keep statistics about incidents.
- *Cultural* – focusing on and/or playing off perceived cultural differences or similar.
- *Sexist* – covers a wide range of behaviour from name calling to physical sexual assault. It is the use of sexual language or negative stereotyping on the basis of gender.
- *Sexual* - is unwanted or inappropriate physical contact or sexual innuendo.
- *Homophobic* - This is bullying which is directed towards people who are openly gay, bisexual, are perceived as gay, or show characteristics. Heterosexual young people subject to homophobic bullying are less reluctant to report it as this may enforce the stereotypical way that they are already viewed by others so sensitivity and positive support is required for victims.
- *Transphobic bullying* - This is bullying based on prejudice or negative attitudes, views or beliefs about trans people. Transphobic bullying affects young people who are trans but can also affect those questioning their gender identity as well as students who are not trans but do not conform to gender stereotypes.
- *Religious* – Attacking faith, belief, religious practice or custom.
- *Special Educational Needs and Disability* – remarking upon, drawing attention to, or discriminating against persons with physical disabilities or learning difficulties or other identified special educational needs such as emotional and behavioural disabilities (EBD) and Specific Learning Difficulties (SLD: Dyslexia, Dyscalculia and Dyspraxia).
- *Verbal* - Name-calling, sarcasm, spreading rumours, making snide comments, teasing, humiliating others, threatening others, inciting others to humiliate and threaten others.
- *Written* – Spreading rumours, writing or printing unkind or malicious on paper.

Bullying can take place between pupil and pupil, staff and staff and staff and pupil. We consider the pastoral care of the pupils and staff to be of prime importance. In class, this role largely rests with the class teacher. It is school policy that any misdemeanour will be dealt with by the member of staff present when it occurs, whether in the playground, classroom, cloakroom or any part of the school. We also avoid and are alert to initiation and other ceremonies for our pupils, which may amount to potential bullying and/or peer-to-peer abuse. If the school becomes aware of any such instances, these will be dealt with under our **Child-on-Child** Abuse Policy.

A common code of behaviour is expected from everyone at Frewen College (see Behaviour Policy). All staff and volunteers at Frewen College are expected to treat each other with a professional level of respect. The term 'bullying' is commonly associated with acts of violence but non-physical bullying is experienced by many pupils at some period during their school career.

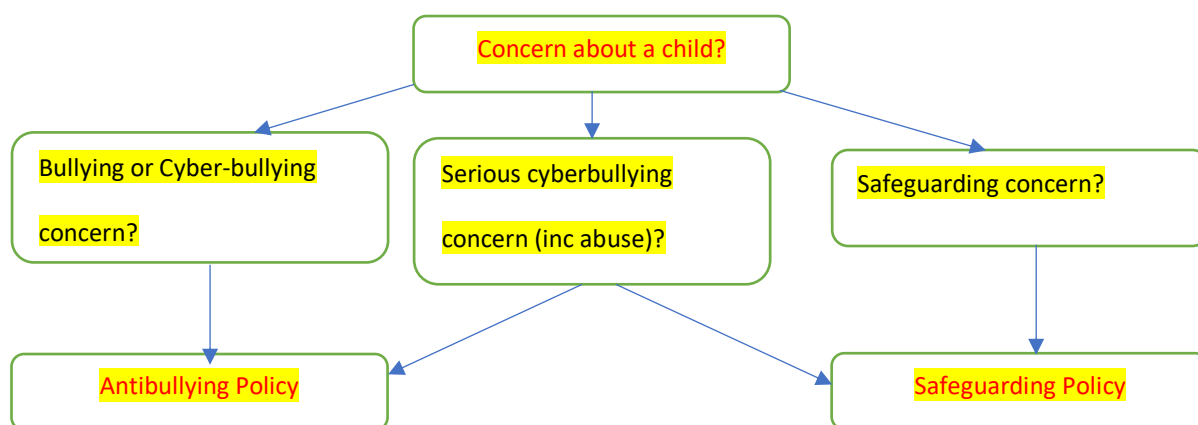
We thoroughly appreciate the impact bullying can have on children, particularly in a Residential Special School setting, and its implications from a safeguarding and child protection standpoint. Bullying can also include initiation/ hazing type violence and rituals. (Please see our Child Protection Policy) We believe that all children and staff should be able to work and play without any fear of being bullied by any other person. Bullying is not tolerated and all accusations are to be taken seriously and dealt with. Bullying can take place between pupil and pupil, staff and staff and staff and pupil.

Signs of Bullying and Staff Awareness: The term ‘bullying’ is commonly associated with acts of violence, but non-physical bullying is experienced by most pupils at some period. All staff must be alert to the signs of bullying. These may include:

- unwillingness and reluctance to return to school, displays of excessive anxiety, becoming withdrawn or unusually quiet with signs of distress and low esteem;
- failure to produce work, or unusually bad work, or work that appears to have been copied, interfered with or spoiled by others, excuses for work not done and books, bags and other belongings suddenly go missing, or are damaged;
- a change in established habits (e.g. giving up music lessons, change to accent or vocabulary)
- psychological damage, unexplained tearfulness; and diminished levels of self-confidence;
- frequent visits to Reception with symptoms such as stomach pains, headaches and so on;
- a pattern of minor illnesses and health problems, unexplained cuts and bruises, health problems, frequent absences, erratic attendance and late arrivals to class along with excuses for work not done;
- choosing the company of adults; missing property;
- Is afraid to use the internet or mobile phone, is nervous and jumpy when a cyber-message is received
- asking for extra pocket money or starts stealing money (to pay bully) talking of suicide or running away;
- displaying repressed body language and poor eye contact, difficulty in sleeping, experiences nightmares;
- verbal taunts and pupils sitting on their own and pupils left out of activity groups during lessons or play activities and gives improbable excuses for any of the above

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers. Classes have a worry-procedure chart called ‘What to do if you are worried’ which is discussed and referred to.

Concerns flow chart: In accordance with KCSIE (DfE: 1st Sept 2023), the main placement and details regarding Cyberbullying are now embedded within our Anti-Bullying policy. This is because how it is responded to, will align with all other types of bullying (unless there are specific safeguarding concerns, which refers back to the Safeguarding Child Protection Policy).



In our Online Safety Policy, reference is made to Cyber-bullying (e.g. the definition and that our response is inline with our Anti-bullying policy) which then signposts to our main antibullying policy.

In our Safeguarding Policy, reference is made to cyber-bullying and online-sexual/non-sexual abuse and how these issues will be responded to (referencing the Anti-bullying policy) dependent on that case.

We consider the pastoral care of the staff and children to be of prime importance. In class this role largely rests with the class teacher. It is school policy that any misdemeanour will be dealt with by the member of staff present when it occurs, whether in the playground, classroom, cloakroom or any part of the school. A common code of behaviour is expected from everyone in the school (see Behaviour Policy). All staff and volunteers at Frewen College are expected to treat each other with a professional level of respect.

Cyber-bullying: Cyberbullying (or online bullying) is bullying using technologies, particularly over the internet or via mobile and

gaming networks. (ChildNet) Cyber-bullying is a different form of bullying that can happen 24/7, with a potentially bigger audience, and more accessories as people forward on content at a click. Wider search powers included in the 2011 Education Act give schools stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Here are some examples of cyber-bullying:

- **Text message bullying** – sending unwelcome texts that are threatening or cause discomfort.
- **Picture/video clip bullying via mobile phone cameras** or webcam, including Upskirting including sending or posting messages or images of the victim without their explicit consent.
- **Phone call bullying** – can include silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible.
- **Email bullying** – sending bullying or threatening messages, often using someone else's name to pin the blame on them.
- **Chat room bullying** – involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
- **Bullying through instant messaging (IM)** – where children and young people are sent unpleasant messages as they conduct real-time conversations on line.
- **Bullying via social networking websites** – includes the insulting blogs, personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyber-bullying (Facebook, Instagram, Twitter, Snapchat, etc).
- **Sexing** (also called youth-generated sexual imagery) – young people (under 18) who share sexual imagery of themselves, or peers, are breaking the law. There is, unfortunately, scope for this fact to be exploited as bullying.

Cyberbullying differs from "ordinary" bullying and can have a far greater impact because of a number of factors including:

- invasion of personal space – the victim can never escape it; the potential anonymity of the bully;
- The ability to broadcast upsetting messages and images rapidly to a potentially huge audience and to continue to do so repeatedly over a long period of time;
- Other pupils, who may not normally become involved in bullying behaviour, may be drawn in unwittingly by, for example, forwarding or circulating an image or message.

Students should remember the following:

- Always respect others - be careful what you say online and what images you send.
- Think before you send - whatever you send can be made public very quickly and could stay online forever.
- Don't retaliate or reply online.
- Save the evidence - learn how to keep records of offending messages, pictures or online conversations. Ask someone if you are unsure how to do this. This will help to show what is happening and can be used by the school to investigate the matter.
- Block the bully. Most social media websites and online or mobile services allow you block someone who is behaving badly.
- Don't do nothing - if you see cyberbullying going on, support the victim and report the bullying.

We will offer parents information sessions on the dangers of cyber-bullying and on-line child protection issues at regular intervals. Our ICT Co-ordinator has a duty to deliver age-appropriate guidance and information on cyber-bullying to all of our pupils.

Responding to Cyber-Bullying: If the school were to find that a member of the school community was involved in cyber-bullying, our approach would follow the same procedures as the other types of bullying identified, including our child protection procedures where appropriate. This may include working with the police in serious cases.

Online Forms of Abuse (Also see our Safeguarding Child Protection Policy): Information and communication technology (ICT)-based forms of child physical, sexual and emotional abuse can include bullying via mobile telephones or online (internet) with verbal and visual messages. This can also include child sexual abuse. All staff are alert to the signs that a child may be at risk of may have been abused online and will follow the school's child protection procedures (Please see our Child Protection Policy for more details).

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

- promoting good behaviour and positive relationships based on mutual respect. making pupils fully aware of the school's policy through, for example, a list of expectations;

- ensuring pupils understand that if they have been bullied or have witnessed bullying, they should tell a member of staff, their parents or any helpful adult or friend;
- promoting anti-bullying using educational elements such as our scheme for Personal, Social, Health, Economic education (PSHEE), assemblies, circle time, projects, drama, stories, literature, with discussion of differences between people and the importance of avoiding prejudice based language;
- developing Social and Emotional Aspects of Learning (SEAL) throughout Frewen College and the curriculum;
- informing parents by various means of the school's anti-bullying policy whilst encouraging them to support it;
- providing counselling and help for victims of bullies and for bullies themselves;
- imposing reasonable, proportionate and consistent sanctions as and when necessary;
- developing initiatives to raise awareness of the negative impact of bullying by any member of our community such as an anti-bullying assembly and peer mentoring;
- training all school staff to recognise bullying and know who to go to, if required, in order to ensure bullying is dealt with
- ensuring all the needs of all pupils, including boarders, and staff are met so members of the school community feel safe knowing that bullying, physical threats or abuse are not tolerated, and that they belong
- ensuring that all forms of bullying (including cyberbullying, prejudice-based and discriminatory), at the school, are prevented in so far as reasonably practicable, by the drawing up and the implementation of a proactive and effective anti-bullying strategy. The strategy should include accessible and effective systems for children to report bullying.
- familiarising all staff at Frewen College with the anti-bullying policy through In-Service training and Professional Development to ensure it is applied consistently and fairly and by showing respect for all members of the school community, they act as good role models for pupils.

Frewen College's Anti-Bullying Policy is dovetailed with the Behaviour Management Policy (with support for the victim and the bully) and makes it clear what the sanctions are for bullying. At Frewen College we implement disciplinary sanctions that reflect the seriousness of an incident and convey a deterrent effect. If necessary, strong sanctions, such as exclusion, would be used in cases of severe and persistent bullying. It is incumbent on Frewen College to have clear policies that are communicated to parents, pupils and staff, along with creating an environment of good behaviour and respect, with helpful examples set by staff and older pupils inclusive of the celebration of success. Integral to our policy is involving parents and making sure pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. Handling of a bullying incident is given much thought to ensure that the facts are fully known, agreed and understood by the bully/ies and the victim(s). Bullying instances are reported and recorded so that patterns can be identified. Children are encouraged to share their concerns with the adults responsible for them. Staff will consult with the Headmaster or other senior manager knowing that their response will be sympathetic and appropriate.

The Role of the Staff: The ethos and working philosophy of Frewen College means that all staff actively support children to have respect for each other and for other people's property. Kind and polite behaviour is regularly acknowledged and rewarded. Children are actively involved in the prevention of bullying. School rules are apparent in all classes and support our commitment to anti-bullying practice.

- All the staff in our school take all forms of bullying seriously and seek to prevent it from taking place.
- Staff are proactive in responding to bullying on the basis of protected characteristics.
- All staff need to be aware of any obvious or subtle hurtful conduct in lessons.

Preventing an environment which is hostile to those with protected characteristics: The school is alert to practices, behaviours and interactions which may create or allow a hostile environment for pupils with protected characteristics and will intervene through appropriate action, such as disciplinary and/or educative action as the situation requires, with a view to creating a positive, inclusive culture in which every pupil can feel valued and flourish. This may entail addressing not only negative behaviours but also addressing a lack of positive behaviours and proactively dismantling a hostile environment. Examples of good practice include addressing issues of unconscious bias by the staff body through formal training to help ensure that those with protected characteristics are fully included in the life of the school; routinely considering the equality aspect of policies when they are initiated or reviewed; reviewing the adequacy of their arrangements for listening to children (hearing the pupils' voice). We regularly review our educational content to ensure that it is appropriate and where it raises controversial topics, these are dealt with sensitively and in context to the situation or period of time.

Procedures: It is important that all staff be alert to early signs of distress in pupils. If a member of staff witnesses a bullying incident, in any form, or is approached by a pupil about bullying, they should investigate the incident without delay according to the agreed procedures that are as follows:

- Pupils should be reminded of the standards of behaviour expected.
- The teacher will investigate the incident and see the pupil/s involved. The Deputy Headmaster and Heads of School should be kept informed of any instances of bullying.
- Parents will always be informed if their child has been found to be either a victim or a perpetrator of a bullying incident.
- Victims, alleged bullies and witnesses should be interviewed separately by the teacher first involved and are required to write down independent accounts of the incidents/situations. In the course of this procedure enquiries should be made to ascertain whether or not the alleged bully has been involved in similar incidents involving this or other pupils, thus enabling patterns of behaviour to be established.
- Bullying which is of a serious nature, or recurrent or persistent the Deputy Head should be informed as a matter of urgency who if appropriate will refer to the Headmaster.
- The school will continue to monitor the wellbeing of the victim and the behaviour of the bully. Meet with the victim on the review date to determine whether the bully/ies have stopped their behaviour. If the bullying has stopped comment favourably to the bully, inform staff that the problem has stopped. Inform the Headmaster if the bullying has continued. The Headmaster will then take appropriate action.
- It should always be acknowledged that on rare occasions some pupils set themselves up as victims, and the reasons for this should be thoroughly investigated and appropriate support given.
- In the course of this procedure enquiries should be made to ascertain whether or not the alleged bully has been involved in similar incidents involving this or other pupils, thus enabling patterns of behaviour to be established.
- We operate proportionate systems to monitor and control the use of electronic communications in order to detect abuse, bullying or unsafe practice by boarders.
- Staff should be continually aware, watchful and available promoting good behaviour and encourage the care of others; and ensure pupils are appropriately supervised reporting all cases of bullying to the Headmaster.

Staff Training: We raise awareness of staff through training, so that the principles of the anti-bullying policy are understood, action is defined to resolve and prevent problems and sources of support are available. Where appropriate we can invest in specialised skills to understand the needs of the pupils, including those with special educational needs and disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils.

E-safety - Cyber-Bullying Preventative Measures. *Please refer to the 'e-Safety including Cyber Bullying and Acceptable Use Policy'*: In accordance with legislative requirements we have a whole school approach to e-safety. This includes annual update training for staff regarding e-safety. To support our parents/carers in their education of online safety, the school also organises annually an awareness session for parents with regards to e-safety. We expect all pupils to adhere to the safe use of the internet as detailed in our e-Safety Policy.

Recording of Bullying Incidents: All incidents of bullying will be recorded, so that any patterns can be identified. We distinguish in our records for any incidents of bullying which are based on protected characteristics. This enables us to monitor our success in meeting other standards such as instilling values of tolerance and respect and actively promoting the well-being of our pupils.

The active management of hardware, software and connectivity and vigilance of teachers and parents has an active part to play in the protection of pupils from Cyber-Bullying incidents. Pupils will have access to technologies that have both positive and negative potential. Our policy of the use of technology within the school setting and beyond is understood and respected by staff and it is important the students and the wider school community also respect this policy. Within our e-safety policy, we have clearly defined roles and responsibilities for online safety as part of the school's wider safeguarding strategy and how this links with our main safeguarding policy (please refer to Safeguarding Child Protection policy cited in related documents). There is clear guidance on the use of technology in the classroom and beyond for all users within the school's e-Safety policy that references permissions/restrictions and agreed sanctions.

The school's e-safety policy also delineates detail into the school's technical provision and infrastructure, including the safeguards in place to filter and monitor inappropriate content and alert the school to safeguarding issues (please refer to e-

safety policy). The policy also details how the school builds resilience in its pupils to protect themselves and their peers through education and information. Our staff receive training into the professional development of safeguarding techniques that include online safety (please refer to e-safety and safeguarding policies). There are reporting mechanisms available for all users to report issues and concerns to the school and how they are managed and/or escalated (please refer to e-safety policy including ICT acceptable use policy). The management of all personal data is in line with statutory requirements.

The Procedures for Pupils: Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. Pupils are invited to tell us their views about a range of school issues, including bullying, in various pupil questionnaires.

For children who are being bullied - Remember bullies thrive on silence

- If you are being bullied tell someone, preferably a trusted adult
- If you can, write down everything that has been said or done to hurt you. Be careful only to write down things that have really happened.
- Do not blame yourself – it is not your fault
- Make friends or stay around others
- If worried, stay near the member of staff on duty at break
- Expensive items and large sums of money should be left at home
- Try not to show you are upset
- Try to ignore it at the time of the incident - Stay calm - walk away to safety.

For children who see someone being bullied

- If you see someone being bullied or in distress ACT. Watching or doing nothing can suggest support of the bully.
- Tell an adult immediately
- Try to be a friend to the person who is being bullied
- Ask if they feel they can talk to someone. If they won't talk to someone and you are worried about them, go to a trusted adult.
- Never join in with a bully – physically, verbally or by isolating another child

For children who are using bullying behaviour

- Recognise that your behaviour is seen as bullying – physically, verbally, or by isolating; this is wrong and can have a long-lasting effect on others
- Even if you think that bullying is just a laugh, children who are bullied and those who care for them, feel very scared and/or upset
- If you are angry and upset about something, talk about it with a trusted friend or adult, instead of taking it out on someone else
- A bully doesn't have many true friends
- Change your bullying behaviour straightaway and become a 'hero' not a 'baddie'
- Speak to an adult about your bullying behaviour

Involvement of Parents (including clear policies communicated to parents): We have clear policies communicated to parents, pupils and staff to create a helpful environment of integrity and respect. This will be achieved through staff members communicating with parents regularly and setting a good example for the pupils. Through the involvement of parents, the school aims to show pupils the part they can play in preventing and dealing with bullying. Parents have a responsibility to:

- Support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
- Contact their child's class teacher immediately if they are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying.
- Contact the Headmaster if they are not satisfied that their concerns have not been dealt with appropriately. Parents will be asked to come in to a meeting to discuss the problem.
- Allow the school to resolve the problem with the bully/ies and their parents.
- Encourage their child to behave responsibly and punctually on entering and leaving the school site. The school strongly urges parents not to incite their child to defend themselves through the use of inappropriate language or behaviour.

- Be aware that bullies have often been victims themselves.
- In the case of cyber bullying, e.g messages on MSN, chat rooms, emails & texts, pupils should be encouraged to keep a record of the date and time of any offensive message(s), save it and bring it to a trusted adult.

Action should then be taken with regard to each of the following:

- Advice and support for the victim is in accordance with the school's behaviour management policy.
- Sanctions imposed will be relative to the age of the child. These are recorded on the S-T-A-R Observation Sheet (See Positive Behaviour Management Policy). The bully must understand what they have done and why the sanctions are being applied. Support for the bully is in accordance with the school's behaviour management policy.
- Giving general information to all staff, through daily staff briefing and staff meetings, of incidents of bullying, mentioning the type of incident and the individuals involved.

The above process and sanctions should impress on the person instigating any act of bullying that:

- their action is totally unacceptable it is meant as a deterrent to enabling repeat behaviour and
- it is a signal to other members of the community that bullying is not tolerated

Prevention: Frewen College uses the following methods for helping pupils to prevent bullying. As and when appropriate, these may include:

- the school rules through circle time, (PSHEE) and citizenship activities along with SEAL and Assembly;
- social stories and drawings about bullying;
- reading stories about bullying or having them read to a class or assembly, making up role-plays and
- providing emotional support to give each child the opportunity to express how they feel.

Methods:

- We watch for early signs of distress in children.
- We listen, believe act and give reassurance when a child(ren) communicates that they are being bullied.
- We intervene to stop the child who is bullying from harming the other child or children.
- We help and explain to the child doing the bullying why his or her behaviour is unacceptable.

Appreciating the Seriousness of Bullying: Everybody has the right to be treated with respect. Bullying children need to learn different ways of behaving. The School has a responsibility to respond promptly and effectively to issues of bullying. Children who bully must face sanctions, which are outlined in our Behaviour Policy. The sanctions might include apologising to the victim or, in extreme circumstances, exclusion.

Pupils' Response to Bullying: Pupils mainly respond to bullying behaviour in one of four ways. They can:

- actively encourage the bullying behaviour , passively support the bullying behaviour
- passively reject the bullying behaviour, actively challenge the bullying behaviour

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

Playground Management: The staff on duty should be patrolling the playground areas and constantly monitoring the behaviour of pupils. In the case of minor misbehaviour – a pupil will be given the chance to apologise to the victim – this may stop the situation getting out of hand. The supervisors on duty will report bullying to the Deputy Headmaster, who in turn will act in accordance with the agreed policy. Teachers will be aware that they can radically affect the incidence of bullying and that it must always be taken seriously.

Bullying which occurs outside school premises: Staff at Frewen College have the power to discipline students for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 direct that a school's disciplinary powers can be used to address students' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate students' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headmaster 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 student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. While school staff members have the power to discipline students for bullying that occurs outside school, they will only impose the disciplinary sanction and implement that sanction on the school premises or when the student is under the lawful control of school staff, for instance on a school trip

Related Documents include:

- Safeguarding (Child Protection) Policy
- Online Safety Policy Anti-Bullying Code; The School Rules; What to do if you are Worried
- Positive Behaviour Management Policy (including Sanctions, Rewards, and Exclusions)
- Single Equalities Policy
- Online Safety Policy including ICT Acceptable Use; Personal, Social, Health, Economic education (PSHE) and Citizenship.

Other useful organisations:

- Childline: 0800 1111 NSPCC: 0800 800 5000, Samaritans: 116123, National Bullying helpline: 0300 323 0169
- Stand up to Bullying; www.standuptobullying.co.uk

Advice for parents and children about dealing with bullying.

- Kidscape Grosvenor Gardens, London, SW1W 0DH. Tel: 0207 730 3300 Fax: 0207 730 7081 Has a wide range of publications for young people, parents and teachers. Bullying counsellor available Monday to Friday, 10-4. <https://www.kidscape.org.uk>
- Bullying UK: www.familylives.org.uk
- The Anti-Bullying Alliance (ABA) <http://www.anti-bullyingalliance.org.uk/advice/support-from-the-sector/>
- ChildNet International: <http://www.childnet.com/>
- Cyberbullying Research Center: www.cyberbullying.org

Bullying will not be tolerated
Remember we are a TELLING SCHOOL