



## Anti-Bullying Policy

Last revised: October 2011

### I. Statement of Principles

The whole ethos of Bradfield College aims to create amongst all who work or study here mutual respect and understanding of the needs of others; this is implicit in the College's Ethos Statement. The College recognises that good order and discipline are essential to the provision of high standards of education. Pupils cannot learn, and teachers cannot teach, where appropriate standards of behaviour are not normative. This Policy is constructed in accordance with government guidance, specifically *Preventing and Tackling Bullying: Advice for School Leaders and Governors (2010)*

The College acknowledges:

- That a strong and effective management team, working in partnership with Housemasters/Housemistresses and teachers, is essential to the establishment and maintenance of acceptable standards of behaviour.
- That governors have a responsibility to support the College in maintaining high standards of behaviour.
- That pupils are entitled to a safe, and orderly, learning environment to assist them in achieving their full potential.
- That parents and/or guardians have an important role to play in supporting the College in its work to maintain high standards of behaviour. Consistency between College and parent expectations of behaviour is essential.
- The value of previous Government guidance on Bullying, including *Safeguarding Children in Education (2004)*, *Healthy Minds (2005)*, *Safe to Learn: Embedding anti-bullying work in schools (2007)*, *Safe from Bullying (2009)*, *Cyberbullying (2009)*
- The significance of the Bradford Smart judgement (2002) that a school may, on occasion, be in breach of its duty of care if it fails to take such steps as are within its power "to combat harmful behaviour of one pupil towards another **even when they are outside school**"

Bullying is an insidious form of behaviour that has no place at Bradfield College. The College is committed to combating bullying and this policy recognises the need to respect and support each individual in this area. To this end it believes that:

- Physical, verbal or emotional abuse of any member of the community is not acceptable at Bradfield. Such behaviour is regarded as a most serious breach of College discipline.
- All instances of bullying behaviour should be reported.

The College undertakes to ensure that:

- All reported instances of bullying will be recorded and appropriate action will be taken. Help will be made available both to the victim(s) and to the bully(ies).
- The College seeks to prevent bullying by developing sound positive relationships between people using all the resources available to it as a boarding school. It aims also

to raise the self-esteem of each individual and actively support each pupil at each stage of his/her development.

- The Housemaster/Housemistress is charged with the overall care and welfare of a pupil. In addition a body of peer counsellors is made available as a source of support and advice to students.

The College places the highest priority on the effective communication, implementation and maintenance of its anti-bullying strategy throughout the Bradfield community.

## 2. Aims of the Anti-Bullying Policy: the safety of pupils

- To define clearly those actions which the College understands as ‘bullying’ and to present this to pupils, College employees and parents.
- To demonstrate that Bradfield College takes bullying seriously and will not tolerate it.
- To establish measures to prevent all forms of bullying throughout the College, in its boarding houses, and on off-site activities.
- To support those involved in actions to identify and protect those pupils who might be bullied or who disclose experiences of bullying.
- To demonstrate that the safety, happiness and educational success of pupils is enhanced by dealing positively with bullying.
- To encourage pupils to tell someone that they, or someone they know, is being bullied.

## 3. Definition of Bullying

*Safe to Learn (2007)* defines bullying as “Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”

Bullying occurs when someone is intentionally made to feel physically or mentally injured.

- It is meant to be hurtful
- It may be physical (e.g. hitting, kicking, spitting)
- It may be verbal (e.g. teasing, spreading rumours)
- It may be indirect (e.g. excluding someone by not talking to them or leaving them out of a group)
- It may be manipulative (e.g. getting someone else to tease or hit someone).
- It may involve complicity in someone else’s action (e.g. as a bystander who looks the other way).

Bullying is often hidden. It may involve actions or comments that are racist, sexist, homophobic or which focus on disabilities. It can happen anywhere and at any time.

### 3.1 *Physical Bullying*

This may involve:

- Hitting or kicking someone
- Jostling, bumping, pushing someone or “de-booking” them.
- Spitting at someone
- Invading someone’s body space
- Physically humiliating someone (e.g. by “de-bagging” them)

- Firing darts or pellets at someone
- Taking or damaging or hiding someone's property.
- Invading someone's living space or intruding on their bed-space

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

### 3.2 Verbal Bullying

This may involve:

- Spoken comments
- Written notes
- Emails or text messages
- Improper use of bebo.com and similar websites<sup>1</sup>
- Phone calls
- The defacing of notices
- Name-calling, spreading rumours, publicly blaming someone for something they haven't done
- Circulating unflattering drawings or photographic images of someone

### 3.3 Indirect or Manipulative Bullying

This may involve:

- Ostracising a fellow-pupil by refusing to sit alongside him/her in class, in the Dining Hall, etc. (or by moving away when he/she comes and sits down).
- The manipulation of social networks to ostracise, marginalize or intimidate individuals
- Encouraging others to become the agents of physical or verbal bullying against one's intended victim.

### 3.4 Racist, Sexist or Homophobic Bullying etc.

The College is alert to its duties under the *Equality Act (2010)*. Also, Racism, sexism, homophobia and the exploitation of poor health or disability (including educational special needs) are all palpably in conflict with the College's policy on Equal Opportunities, and contrary to its social and moral principles. The College acknowledges a duty to **promote** equality of opportunity between different pupils of different race, and between male and female pupils, and to offer positive support to those with physical disabilities or special educational needs.

Bullying characterised by racism, sexism, homophobia and the exploitation of disability may manifest itself in:

- Spoken comments about someone (their friends or a member of their family), or about some group of students
  - Written notes about someone (their friends or a member of their family), or about some group of students
  - Emails, web postings or text messages about someone (their friends or a member of their family), or about some group of students
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- Phone calls about someone (their friends or a member of their family), or about some group of students
- The defacing of notices with snide remarks about someone (their friends or a member of their family), or about some group of students.

### 3.5 Sexual Bullying

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) is all in conflict with the College's stated ethos and threatens the development of healthy sexuality in both the bully and the victim. Bullying that spreads rumours about an individual's lifestyle (or the lifestyle of a close friend or relative) may also be a form of sexual bullying.

Bullying of this sort may include:

- 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 students
- The defacing of notices with snide remarks about someone (their friends or a member of their family), or about some group of students.

### 3.6 Electronic or Cyber- bullying

Modern electronic systems give opportunities to bullies that are often outside the normal scope of adults. This sort of bullying can be very difficult to detect, and includes:

- Sending abusive, insulting or malicious text messages;
- Sending abusive, insulting or malicious e-mails;
- Posting abusive or malicious messages on websites, using blogs, personal websites, on-line personal polling sites etc.;
- Posting on a social network site facts or photographs of someone with the intention to embarrass or belittle them in the eyes of others;
- Indulging in malicious or spiteful conversations in chat-rooms;
- Spreading abuse, malice or scurrilous gossip by other electronic means;
- Hacking into social networking sites and removing personal material;
- Filming fights or assaults (eg "happy slapping" clips) using mobile phone cameras and circulating these using cell phone networks or e-mail;
- Making repeated silent calls to a mobile phone or leaving abusive messages on voice mail.

Using a pseudonym (or someone else's e-mail account) for anonymity when indulging in such bullying compounds the abuse at issue.

### 3.7 Sexting

'Sexting' is the term given to the practice of sharing sexually explicit images or text. It is commonplace. 39% of 13-18 year olds do it! 15% of 13-18 year olds think it is OK to do it! Circumstances in which pupils might 'sext' one another vary (the Pew Research Centre highlights (a) the exchange of images exclusively between romantic partners; (b) the

distribution of images once exchanged between romantic partners where one of the partners is not aware of does not consent to the wider distribution; (c) the sending of images where someone is attempting to initiate a romantic relationship). Where school pupils under 18 years of age are involved this practice is illegal.

**It is illegal to publish or download a sexual image of someone under 18 even when it is the child him/herself who created and posted the material online.**

- 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.
- 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.
- Sending a sexualised image to try and initiate a romantic relationship is bullying – it is threatening, offensive action. It causes anxiety.

In the United States prosecutions for sexting have resulted in the loss of university places and scholarships. The risks are serious!

#### 4. Signs and Symptoms 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:

- Is unwilling to return to College from leave
- Becomes withdrawn or anxious as a period of leave draws to a close
- Expresses anxiety about his/her appearance (hair colour, body shape, clothing etc)
- Changes established habits (e.g. giving up music lessons or support of a local football team, changing their accent or vocabulary)
- Has possessions which go “missing” or returns home with clothes or books damaged
- Asks for significant increases in the tuck or pocket money he/she is given
- Begins to do poorly in school work
- Becomes aggressive, disruptive or unreasonable
- Becomes excessively eager to please
- Is bullying siblings or other children
- Exhibits diminishing levels of self confidence
- Chooses the company of adults in preference to that of peers
- Displays repressed body language and poor eye-contact
- Begins stammering or truanting
- Shows reduced interest in personal hygiene or grooming
- Complains of headaches or stomach cramps
- Has unexplained cuts or bruises
- Has difficulty sleeping or experiences nightmares
- Runs away or talks of suicide

## 5. A Statement of Intent

**Bradfield College is committed to providing a caring, friendly, and safe environment for all its pupils, so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at this College. The College recognises that there are strong bonds of loyalty between friends, but bullying is too damaging to be kept hidden. Ours is an OPEN SCHOOL. This means that anyone who knows that bullying is happening is expected to mention it to an adult they trust. This is NOT “dobbing in” or “grassing”.**

## 6. Responsibilities

### *The Council*

The Council will discuss, review and endorse the College’s Anti-Bullying policy and the Headmaster’s annual report on the working of the policy.

### *The Headmaster*

The Headmaster has a legal duty to safeguard and promote the welfare of children, and so to ensure that procedures exist to prevent bullying arising among pupils. He will:

- Be mindful of the duty placed upon the College<sup>2</sup> to:
  - Protect children from maltreatment;
  - Prevent impairment of children’s health or development;
  - Ensure that children are growing up in circumstances consistent with the provision of safe and effective care;
  - Enable children to have optimum, life chances and to enter adulthood successfully.
- Ensure that the strategies and procedures of the College’s Anti-Bullying policy represent good standards of practice.
- Ensure that the College Behaviour Policy contains adequate measures to promote good conduct and respect for others alongside sanctions aimed at the elimination of bullying behaviour
- Discuss development of the strategies and procedures with the Senior Management Team
- Ensure that Housemasters/Housemistresses have an opportunity of reviewing the strategies and policies.
- Ensure that the College’s procedures are brought to the attention of all staff, parents and pupils
- Ensure the appropriate training is available to all involved in the fulfilling of the College’s policy
- Report annually to Council on the incidence of and response to bullying in the College

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<sup>2</sup> 2004 Children Act: Guidance on Section 11

## *The Second Master*

The Second Master will:

- Be responsible for drafting the College's Anti-Bullying policy and for presenting it for discussion by Housemasters/Housemistresses and to the SMT and for endorsement by the Headmaster
- Be responsible for publishing appropriate details of the policy in Staff Standing Orders, The Parents' Handbook and the Pupil Diary, and for ensuring that the relevant procedures are presented to the Bursar in order to inform the College's support staff.
- Be responsible for drafting the College Behaviour Policy and for the operation of sanctions aimed at the elimination of Bullying behaviour at Bradfield.
- Be responsible for the day-to-day management of the policy and systems
- Supporting the Housemasters/Housemistresses in the counselling of both bullies and victims, and formulating solutions to particular problems
- Keep the Headmaster informed of incidents and discuss with him how best to involve parents in the solution of individual problems
- Maintain the College Bullying Register
- Arrange relevant staff training (in association with the Deputy Head – Academic Studies)
- Ensure that the discussion of bullying is properly dealt with in the College's Personal Social and Health Education programme, both in curricular time (in association with the Deputy Head – Academic Studies) and in the boarding houses
- Seek to develop ways of encouraging pupils to let it be known that they are being bullied or have witnessed bullying (in line with the College's 'Statement of Intent' – Section 5)

## *Housemasters and Housemistresses*

All HsMs will:

- Be responsible for discussing the College's anti-bullying policy with members of the House 'team' (including cleaners) and its pupils.
- Be responsible for ensuring that the students in their houses are supported by the College's anti-bullying policy and that its procedures are followed in practice.
- Deal with and record any incidents that are disclosed or discovered.
- Support and counsel those who bully, are bullied and fail to intervene when witnessing bullying.
- Involve the House Matron and Tutors in the care and supervision of both bullies and victims.
- Alert classroom teachers to problems that may have an impact on behaviour and performance in their classes.
- Put into practice methods that ensure the thoughtful allocation of accommodation (especially where rooms are shared) and the effective supervision of all areas of the house in which pupils live or are accommodated.
- Report any incidents of bullying to the Second Master.
- Put into practice methods for encouraging pupils to tell someone if they are being bullied (in line with the College's 'Statement of Intent' – Section 5).
- Give priority to the care of students, which must always be placed above the efficient discharge of administrative tasks.

### *Heads of Department*

All HoDs will:

- Be responsible for ensuring that those who teach within their departments are mindful of the particular opportunities for bullying that exist within classes within their academic discipline and that the Department has considered appropriate strategies for countering bullying in those circumstances.
- Support those who work within their department in their efforts to ensure that bullying within the classroom is dealt with effectively.

### *Teaching Staff*

All teaching staff will:

- Know the definition of Bullying (Section 3)
- Know the College's Anti-Bullying policy and procedures (Section 8)
- Deal with incidents according to the procedures
- Participate in the care and supervision of pupil behaviour as part of a House Tutor Team, specifically in the Dining Hall, at Grubs, in Blundells and randomly patrolling the remainder of the site. Teachers will fulfil their duties **promptly**.
- Be formally responsible for the supervision of pupil behaviour in their classroom and alert to pupil behaviour as they move around the College. Teachers will begin and end their classes punctually and not leave students unsupervised.
- Be formally responsible for the supervision of pupils in their extra-curricular activities. Teachers will begin their extra-curricular activities punctually.
- Participate in the supervision of pupils on buses/minibuses when travelling to matches/exhibitions/concerts etc.
- Take responsibility for the full implementation of this policy on off-site activities when they are in a supervisory role.
- Never let any incident of bullying pass unreported (whether on site, or during an off-site activity).

### *Support Staff*

Support Staff will:

- Know the definition of Bullying (Section 3)
- Know the College's anti-bullying policies and procedures
- Deal with incidents according to the procedures

### *Pupils*

All pupils should:

- Know the definition of Bullying (Section 3)
- Be aware of the College's anti-bullying policy and know and understand its "Statement of Intent"
- Inform a trusted person (e.g. teacher, tutor, matron, housemaster/housemistress) if they are being bullied or if they are aware of bullying
- Reject the idea that disclosing bullying is "dobbing in" or "grassing"

## Parents(and Guardians)

All parents/guardians should:

- Know the definition of Bullying (Section 3)
- Be aware of the College's anti-bullying policy and its "Statement of Intent"
- Be mindful of the signs and symptoms of bullying (Section 4)
- Contact their son/daughter's Housemaster/Housemistress if they suspect that he/she is being bullied

## 7. Anti-Bullying Education

The College will raise the awareness of the nature, causes and the anti-social quality of bullying through its PSHE programme (both curricular PSHE in Years 9-11, and through PSHE delivered in houses), school assemblies, chapel and tutorials.

- The Second Master is responsible for initiating and developing, with the Head of PSHE, an anti-bullying programme as part of the PSHE programme
- Housemasters/Housemistresses are responsible for ensuring that anti-bullying material is covered in discussions between pupils and house tutors (including formal tutorials)
- Heads of Department are responsible for identifying areas within the subject curriculum that offer opportunities for the discussion material that may be significant in situations where bullying could arise (e.g.: *race* in Geography; *sexual orientation* in Biology; *culture* in Religious Studies). The pedagogic methodology used in their department should be developed to foster positive relations between people.
- Teachers must exploit every opportunity to promote the College's anti-bullying strategy, within the house and classroom. They must not avoid the discussion of bullying when it is pertinent (but must consider carefully the most appropriate strategy for developing any discussion).

Throughout the curriculum it is expected that classroom organisation and management promote co-operative activity and discussion among pupils. All teachers responsible for ensuring that students learn to listen to one another, to respect opinions they do not themselves hold, and for fostering an appropriate degree of assertiveness that permits students to express their own opinions.

## 8. Procedures

### 8.1 *Suspicion of Bullying*

Pupils who are being bullied may show changes in behaviour (see section 4). All staff should be aware of the possible implication of such behaviour change and report promptly any suspicions of bullying to the pupil's Housemaster/ Housemistress. Parents too should be aware of the possible implication of such behaviour change: they may wish to discuss their observations with their son/daughter or may choose to report any suspicions to the pupil's Housemaster/ Housemistress.

When a Housemaster/Housemistress is advised of suspicions that a pupils is being bullied he/she will always inform the Second Master and, in particular:

- Make a note of the reported suspicion on the pupil's confidential file (dating the entry)<sup>3</sup>.
- Assess the suspicions in the light of their own observations of the pupil's behaviour and make a note of their evaluation on the pupil's file<sup>4</sup>.
- Make appropriate enquiries of the pupil (either directly, or indirectly through the pupil's tutor or House Matron) and record the result of those enquiries on the pupil's file (dating the entry)<sup>5</sup>.
- Alert the pupil's tutor and the House Matron to the report and the result of subsequent enquiries
- If the pupil acknowledges that he/she is being bullied, follow the procedure outlined at 8.2
- If the pupil denies that he/she is being bullied, consider alerting some (or all) of the following of the need to keep a quiet eye on the pupil: subject teachers, games coaches, drama and music teachers, staff at the Medical Centre, the College Chaplain, the Head of House. This action will be appropriate when the pupil's denials are unconvincing
- Remind all parties alerted that they should inform the Housemaster/Housemistress of any grounds for persisting or developing concerns

## 8.2 Disclosure of Bullying by one who considers himself/herself a victim

### 8.2.1 Disclosure to a teacher, a house tutor, a house matron, a nurse at the Medical Centre, peripatetic music staff or a member of the College's support staff or to a parent.

The person hearing the disclosure will:

- Always take what is said seriously
- Not promise to keep secret what is said
- Reassure the pupil that disclosure is in line with the College's Statement of Intent (Section 5)
- Listen without initially making notes
- Determine what action the pupils would like to see taken
- Explain what will happen next (the Housemaster/Housemistress and the Second Master must be informed as quickly as possible: no one who is not directly involved in the care of the child should be informed)
- Ensure that the pupils feels safe and is not in danger of significant harm
- Once the initial disclosure is concluded, make a record of key points: what happened, who was involved, who saw what happened, where it happened, previous occasions when it has happened
- Pass the record of the disclosure (signed and dated) to the Housemaster/Housemistress (with a copy to the Second Master). Members of the peripatetic staff or the support staff may do this using their line manager.

The Housemaster/Housemistress will always inform the Second Master and, in particular:

- In cases where serious bullying is disclosed consider attempting to ring or getting the House Matron to attempt to ring the pupil's parents or guardians as soon as possible explaining what has come to light and outlining the way in which matters will be taken forward

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<sup>3</sup> The record required in the first three parts of this procedure may be made at a single point in time

<sup>4</sup> See f.n.1

<sup>5</sup> See f.n.1

- Consider the disclosure in the light of their own knowledge of the pupil's life and note any thoughts on the record. Any available observations from the parents should also be noted (dating the entries)
- Go through the recorded disclosure with the pupil, making sure it is both full and accurate, and discussing any other thoughts the disclosure has brought to mind
- Evaluate the pupil's emotional state, reassuring him/her that it is always right to disclose bullying (as specified in the Statement of Intent), and giving priority to stabilising the pupil's emotions and protecting him/her from further trauma
- The Housemaster/Housemistress will seek with parents to develop support for the victim, calling upon some (or all of the following): Matron, Tutor, teachers, Chaplain, peer counsellors, College Counsellors, Medical Centre. Ongoing discussion to support and monitor the state of the victim will be essential. The Housemaster/Housemistress should seek out the pupil at fairly frequent intervals over the next few weeks to ensure that all is well and make a written note of each contact
- Contact the Second Master to discuss the way in which the issue will be taken forward. (The Second Master may wish to talk to the pupil, or may proceed on the basis of the written records of the disclosure).
- Ring the pupil's parents to inform or to up-date them and to let them know the matter is now in the hands of the Second Master.

The Second Master will:

- Examine the written records of the disclosure and discuss matters further with the pupil.
- Interview those alleged to have bullied the pupil. They will always be interviewed in accordance with the College's policy on disciplinary interviews. In particular, they will initially be interviewed privately (not as a group) and supported by their Housemaster/Housemistress or by another teacher acceptable to them. The Housemaster/Housemistress/supporting teacher will keep notes of the interview
- Determine any punishment that is appropriate in consultation with the Housemaster/Housemistress, and following the College's punishment tariffs published in the College's Discipline Policy (Chapter 6 of the Housemaster/Housemistress Manual). In addition to formal punishment, the pupil(s) involved may be required to accept counselling or anger management, or to take part in reconciliation workshops.

### 8.2.2 *Disclosure to a member of the College Counselling Team or to the College Chaplain*

The College Counsellors and the Chaplain are bound by considerations of confidentiality. They may encourage pupils to disclose reports of bullying to their Housemaster/Housemistress or offer to make the disclosure on the pupil's behalf. If this course of action is followed the procedure at 8.2.1 will then be followed.

If the pupil does not agree with the Counsellor/Chaplain that disclosure of the bullying is the proper way forward then the confidentiality of their discussion within the College community is guaranteed. However the Counsellor may discuss the matter with her Supervisor and the Chaplain may raise it with her Spiritual Director.

### 8.3 *Witnessing an incident that prima facie involves bullying*

A teacher or House Matron who witnesses an incident that prima facie involves bullying should deal with the incident immediately and directly. Other members of staff should report the incident following the procedures outlined at 8.2.1

A teacher should:

- **NEVER IGNORE** any behaviour that is *prima facie* (i.e. on the face of it) bullying.
- Challenge behaviour that is *prima facie* bullying.
- If satisfied that the behaviour is **not intended** to cause physical or mental injury, explain how the behaviour might cause such injury, and ensure that the student is clear that such behaviour is not to be repeated.
- If inclined to believe that the behaviour is intended to cause physical or mental injury, challenge it and apply an appropriate sanction
- Report the incident to the Housemaster/Housemistress of those involved noting any sanctions applied
- If satisfied that the incident involved bullying, report it to the Second Master in accordance with the College's procedures on 'Notifiable Offences'.

#### 9. Advice Given to Pupils

See attached

This material is published in the students' prep diaries.

#### 10. Handbooks and Manuals

The policy is published in full in the Housemaster'/Housemistresses' Manual.

Sections 3-8 (excluding 8.2.2 and 8.2.3) are published in Standing Orders for all teachers.

Section 8.2.1 is published in summary form to all members of the Support Staff.

Sections 3 – 5 are published in the Parents' Handbook.

Sections 3, 4 (extracts), 5, 8.1 (an extract), 8.2 (an extract) and 8.3 are published in the manual for House Dailies and Cleaners.

## Advice to Pupils

We all know that bullying goes on in every school but it's the way it's dealt with which makes the difference between life being tolerable or a misery. Bullies can be very cunning and expert at getting away with it.

Bullying includes

- People calling you names
- Making things up to get you into trouble
- Hitting, pinching, biting, pushing and shoving
- Hiding your belongings
- Taking things away from you (e.g. your tuck)
- Damaging your things
- Using your clothes, toiletries and DVDs against your wishes
- Stealing your money
- Taking your friends away from you
- Spreading rumours (by gossip, text-message, voice-messaging, e-mail or the use of abusive websites )
- Threats and intimidation

### **A Statement of Intent**

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If you are being bullied (or know someone who is) tell a friend, tell a teacher or tell your parents. It won't stop unless you do. It is hard to do this so if you don't feel you can do it in person it might be easier to write a note to your parents explaining how you feel, or perhaps confide in someone outside your family, like a grandparent, aunt, uncle or cousin.

Your Housemaster/Housemistress needs to know what is going on so try to find a time to tell him/her when it won't be noticeable. If you don't feel you can do that, then contact the Counsellors, go to the Medical Centre or speak to the Chaplain.

Try to stay in areas of the College where there are plenty of other people. Bullies don't like witnesses. If you are hurt at College, tell a teacher, or matron immediately and ask for it to be written down.

If you have a mobile phone, be careful who you give your number to. If you receive threatening phone calls, voicemails, text-messages or emails then tell your Housemaster/Housemistress. It is a criminal offence to send offensive or threatening messages and if it continues, it can also amount to harassment. The police can, and do, take

action. You must also speak to you Housemaster/Housemistress if abusive things about you are published on interactive networking websites (like *beebo.com*), message boards or cyber-gripping websites.

If you see anyone else being bullied, please tell someone about it. Don't be tempted to try and sort it out yourself. Remember to people who are being bullied need friends so if you can help someone who is unhappy please do so.

If people are making nasty remarks about you then it may be because they are jealous or insecure.

The bullies work out what buttons to push to make you upset. They may make remarks about:

- Your weight
- Your looks
- The clothes you wear
- The colour of your hair
- The sound of your voice
- Your family
- Your College work
- Your ethnic background
- If you have a disability
- If you are a different colour
- If you have dyslexia, dyspraxia or ADHD

One way of dealing with remarks is simply to say ... *yeah, whatever*, ... each time so that you show them that it isn't having the effect of upsetting you in the way they think. Or you can say clearly "I don't have to accept that".

If there's a ringleader then it's possible that other people who used to be your friends avoid being seen with you. They could be worried that if they go around with you they'll get bullied in the same way. Try talking to them individually to see what's going on

To have friends you also need to be a friend, and you can do that by trying to be open and friendly with people and asking how they are. This isn't always easy because sometimes the people you are nice to aren't nice back. People love talking about themselves so if you come across as a good listener then people will enjoy your company.

## **Body Language**

Think about the last time you walked around College. How did you feel? Confident and powerful? Or timid and worried?

And how did you look to other people? Were you striding out purposefully with your head up, looking forward, or were you trying to make yourself look insignificant in the hope that the bullies wouldn't spot you?

Body language tells us a lot about other people. If you're trying not to be noticed and looking at the ground it can make you more noticeable. You look defensive and vulnerable. If you step out boldly you may not be very confident but you'll certainly look it.

## **Taking time off College**

Sometimes, when you're very unhappy you might want to stay at home to avoid the bullies because you're afraid of what they might do to you. Always tell your parents how upset you are so that they can help you. You need their support.

## **Ask for Help**

Sometimes bullying can make you feel very unhappy and upset and that life isn't worth living but you will come through it. The Counsellors can be contact on 01256 882212 or by email [counsellors@bradfieldcollege.org.uk](mailto:counsellors@bradfieldcollege.org.uk)

Childline and Bullying Online are available to help you 24 hours a day, 365 days a year. You can email Bullying Online on [help@bullying.co.uk](mailto:help@bullying.co.uk) or ring Childline on 0800 1111 at any time.

## Appendix: Cyber-bullying

Last Reviewed: May 2008

### Definition

“Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend him or herself” [Goldsmith’s College]

### Significance for Victims

Cyber-bullies can have a far greater impact than many other forms of bullying:

- The bully is potentially anonymous
- Upsetting messages/images can be broadcast to a huge audience (increasing the impact of the bullying)
- Upsetting message/images can be widely disseminated at speed, repeatedly and by different people
- Pupils who would not normally take part in bullying behaviour may be enticed into bullying in this way, initially by being drawn in as accessories of others’ activities (e.g. by passing on an image received on a mobile phone from the primary bully).

The repetition of behaviour (which is generally acknowledged to be the key to activity being construed as bullying) does not have to be repetition by the same individual.

### Significance for Bullies

Cyber-bullies can easily break the Law. There is a number of offences (both civil and criminal) that may be committed in the course of cyber-bullying. Some may be covered by more than one piece of legislation.

- **Obscene Publications Act 1959** makes it an offence to “publish” an obscene article (which can include written material, photographs or films). Publishing includes circulation, showing or transmitting the article.
- **Protection of Children Act 1978** makes it an offence to **take** an indecent photograph<sup>6</sup> (or film) of a child<sup>7</sup>. It is also an offence for someone to **distribute or show** such images or to have them in his **possession** with the intention of showing them to himself or others.
- **Public Order Act 1986** makes it an offence to use threatening, abusive or insulting words, behaviour and images with the intention to cause harassment, alarm or distress. This can apply where a mobile phone is used as a camera or video.
- **Malicious Communications Act 1988** makes it an offence to send an indecent, grossly offensive or threatening letter, electronic communication or other article to another person with the intention that they should cause them distress or anxiety.
- **Computer Misuse Act 1990** makes hacking an offence.
- **Protection from Harassment Act 1997** creates both civil and criminal offences of harassment. Harassment is defined as a course of conduct which causes alarm or distress. This means that there must be repeated incidents (more than twice). It is

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<sup>6</sup> The definition of “photograph” includes images on a mobile phone or stored on a computer and also includes “pseudo-photographs” where images have been manipulated.

<sup>7</sup> A “child” is anyone under 18.

also an offence to cause another person to fear, on at least two occasions, that violence will be used against them.

- **Communications Act 2003** makes it an offence to send a grossly offensive, obscene, indecent or menacing communication. There is also an offence of sending a message that is known to be false for the purposes of causing annoyance, inconvenience or needless anxiety.

Bradfield College is mindful of Government Guidance recommending that schools should contact the police if they believe the law has been broken.

The consequences of being prosecuted for such offences may be far-reaching. Convictions for some of these offences may carry the requirement to sign the **Sex Offenders Register** and even cautions for such offences may also affect the ability of the offender to enter a career working with children or “vulnerable adults”.

The law of defamation is also relevant. Someone who publishes material which is damaging to the reputation of an individual or a company may be sued for compensation.

Young people who use their mobile phones or other devices to record physical attacks can be prosecuted as accessories to serious criminal offences. In February 2008 a 15-year-old girl was convicted of aiding and abetting manslaughter when she filmed a man being beaten up by two youths. The man subsequently dies of his injuries. The girl was sentenced to be detained in a young offenders’ institution for two years.

### **Expectations of Pupils**

It is expected that pupils will report instances of cyber-bullying in accordance with the Statement of Intent found in Section 5 of the Bullying Policy. Failure to report instances of cyber-bullying may be construed by the College as evidence of complicity in the behaviour. Pupils should report suspicions as well as confirmed facts. Reports can be made to any member of staff, including:

- Verbally to HsMs, matrons, tutors and other teachers, or to peer counsellors;
- In writing to members of House teams, the Second Master or members of the ICT team;
- Electronically to the Second Master or ICT Support.

### **College Response**

Bradfield College is mindful of its duty to combat cyber-bullying.

- The misuse of ICT technology is subject to the school’s disciplinary regime;
- The College reserves the right to monitor pupils’ use of the internet on a routine basis and to examine mobile phones and computer memory where there is reason to suspect abuse;
- Pupils will be held personally responsible for all material they have placed on a web site and for all material that appears on a website of which they are the account holder;

- Sanctions may include confiscation<sup>8</sup> of mobile phones or laptop computers, or restrictions on the use of the College network or the internet, but may also involve Gating, Suspension or Expulsion;

Bradfield College is mindful of the judgement in *Bradford Smart v West Sussex County Council* (2002)<sup>9</sup> and Section 89(5) of the Education and Inspections Act 2006<sup>10</sup> thus:

- The misuse of ICT technology outside the College will be subject to College discipline if the welfare of other pupils or the culture or reputation of the College are placed at risk;
- Pupils will be held personally responsible for material they have placed on a web site even if that material was added when the pupil was absent from the College site;
- Pupils will be held personally responsible for abuse of the internet or mobile phone technology with any deleterious effect on other members of the College community (whether pupils or members of staff) even if the messages or images were composed or transmitted from outside the College site

### **Individual Responsibilities**

In addition to the responsibilities outlined in the College Bullying Policy (§6), members of the Bradfield community have specific duties in respect of cyber-bullying:

- The Second Master will keep abreast of DCSF guidance on cyber-bullying e.g. DCSF 00658 – 2007 “Cyber-bullying: Safe to Learn: Embedding Anti-Bullying Work in Schools”.
- The Head of ICT and the ICT Development Committee will work to keep up to date with technological developments and regularly up-date members of the SMT and HsMs so that those with particular responsibility for the pastoral nurture of pupils at the College are properly informed about new possibilities of bullying using ICT.
- All teaching staff will be alert to the dangers of bullying using ICT and never let any suspicion or account of cyber-bullying pass without investigation or report (irrespective of whether the activity suspected or reported took place at College or off site).
- The PSHE Department will discuss the College’s Cyber-bullying policy with pupils and supervise the signing of the College’s Acceptable Use Agreement when children join Faulkner’s. The Department will also encourage pupils to familiarise themselves with the advice targeted at young people published by the Information Commissioner at [www.ico.gov.uk](http://www.ico.gov.uk)
- Housemasters/mistresses will discuss the College’s Cyber-bullying policy with pupils and supervise their signing of the College’s Acceptable Use Agreement when individuals join the College in the Shell or later years.

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<sup>8</sup> Section 94 of the Education and Inspections Act 2006 states “a person who seizes, retains or disposes of an item which a pupil has with him, or in his possession, is not liable in any proceedings, if he proves that the seizure was lawful.”

<sup>9</sup> A school may, on occasion, be in breach of duty for failure to take such steps as are within its power to combat harmful behaviour of one pupil towards another, even when they are outside school.

<sup>10</sup> The measures which the Head-teacher determines under subsection (1) may, to such an extent as is reasonable, include measures to be taken with a view to regulating the conduct of pupils at a time when they are not on the premises of the school and are not under the lawful control or charge of a member of staff of the school.

- All pupils (from September 2008) will discuss and sign the College's Acceptable Use Agreement when they join the College and gain access to the Bradfield College Network. They are expected to abide by the conditions of this Agreement and in particular to report instances of cyber-bullying in accordance with the Statement of Intent found in Section 5 of the College Bullying Policy
- The parents/guardians of pupils (joining in September 2008 or later) should read and note the copy of the College's Acceptable Use Agreement sent to them after it has been signed by their child, to draw their attention to the College's policy on ICT and Cyber-bullying. The Parents' Handbook will also draw parents' attention to their responsibility to work alongside the College in ensuring their child's use of ICT is safe and judicious.

SPW  
June 2008