



# BRADFIELD COLLEGE

## Anti-Bullying Policy

Last reviewed/revised: September 2023

### Statement of Philosophy

- Our school community is based on an ethos of mutual respect and consideration. The College is committed to providing a safe and happy learning and boarding environment for all including those who are vulnerable.
- Our community is an inclusive one and recognises that those with protected characteristics may feel vulnerable: hence we proactively promote the welfare and wellbeing of all pupils and expect that respect and tolerance are the foundations upon which we stand.
- We have zero tolerance for bullying, harassment, victimisation or discrimination of any kind and work hard to prevent these or to tackle them if they occur.
- Bullying is a whole school issue and we take a whole school approach in response. Any member of the community may bully or be a victim of bullying: we regard all incidences of bullying including supposed lower-level instances which some might try to pass off as 'banter' equally seriously and in turn expect all staff, pupils and parents to play their part in preventing and tackling bullying and cyber-bullying in all its forms and at all levels.
- In particular we rely upon the confident voice of our pupils to provide feedback on bullying in general as well as letting us know their concerns with regard to any specific instances.
- We also rely upon all members of staff to recognise and respond effectively to bullying in all its forms and they are provided with training to this end.

### Aims of Policy

**This policy aims to:**

- Try and prevent bullying, as far as possible, and
- Help staff, pupils and parents deal with bullying when it occurs.

**What do we mean by bullying? Bullying is behaviour by an individual or group, usually but not always repeated over time, that hurts another individual or group, either physically or emotionally. Any behaviour that a reasonable bystander would say was intended to hurt or upset the victim is wrong and could constitute bullying, including complicity that may fall short of participating directly in the bullying. It is no justification that the perpetrator says or believes that the victim is not upset or hurt by his or her actions or words.**

**This can include:**

- Emotional manipulation such as excluding someone or spreading malicious rumours about them, building negative alliances based on gossip, or deliberately betraying former confidences to humiliate or isolate another pupil.
- Cyberbullying, i.e. via social networking websites, phone calls, text messages, photographs or emails including harassment of all kinds such as sexual and racial: we have a whole school approach to online safety.
- Unpleasant or harmful remarks or actions related to things like this:
  - Race, religion or culture (including all forms of harassment direct or on-line)
  - Sex (e.g. sexual harassment or sexual violence including talking to or touching someone in a sexually inappropriate way)
  - Gender

- Sexual orientation (e.g. homophobic bullying)
- Body shape, habits, personal hygiene, dress or fashion, hair colour, complexion
- Disability
- Intellectual or other abilities
- Being adopted or a carer
- Physically hurting, harming or humiliating another person or damaging their property
- Verbal abuse such as name-calling or writing unkind notes.

Much bullying is performed in subtle ways, which are not easy to detect; a bully can use a simple look, word or gesture to a victim to signal an intended threat or insult. Some pupils are adept at changing a bullying situation into an apparently harmless one when an adult approaches. This makes it all the more important for the victim or another pupil to be able to come forward to report bullying, and for staff and parents to be alert to symptoms of bullying.

Bullying is always hurtful to the victim and damaging to the whole school community. Anyone and everyone who is involved in or witnesses bullying is affected by it. It can cause great distress, unhappiness and psychological damage and at its worst lead to suicide. It can also be a criminal offence, for example if the behaviour amounts to harassment or threatening behaviour.

Bullying, cyberbullying, youth-produced sexual imagery/sexting and sending/sharing inappropriate sexual images including as an act of revenge for a perceived wrong are all forms of abuse. Everyone must be vigilant to this and any suspicions should be reported to and discussed with the DSL.

Bullying is among the top concerns that parents have about their children's safety and well-being at, and on the way to and from, school. Bullying is also a top concern of children and young people themselves. Bullying makes the lives of its victims a misery: it undermines their confidence and self-esteem, and destroys their sense of security. Bullying impacts on its victims' attendance and attainment at school; marginalises those individuals or groups who may be particular targets for bullies, and can have a life-long negative impact on some young people's lives. Children with specific vulnerabilities such as special educational needs and disabilities are more likely to be a victim of bullying. All staff should take this into consideration when dealing with incidents of bullying. The Pupils of Concern List are circulated to staff on a regular basis. This list highlights pupils who may be vulnerable because of specific individual circumstances.

### **How does bullying differ from teasing or friendship difficulties?**

Sometimes pupils can feel hurt or upset because they have been teased or have fallen out with a friend. This is not the same as bullying. Bullying:

- Is deliberately intended to hurt or humiliate
- Involves a power imbalance that makes it hard for the victim to defend themselves
- Is usually persistent but may be a single serious action or an action on-line which may persist through time
- Often involves no remorse or acknowledgement of the victim's feelings

School staff are ready to help and support pupils who have fallen out with friends, but such situations will not be treated in the same way as a case of bullying. However, the strategies we use may be similar because we acknowledge that over a period of time the impact on the pupil may be the same, and the situation could become bullying if it escalates.

### **Preventing all forms of Bullying**

**We aim to prevent bullying by:**

- Fostering a whole school ethos of good behaviour, mutual respect, and consideration. We aim to create a safe, happy, and inclusive environment for learning, and encourage pupils to value diversity and difference, protect the vulnerable, and appreciate how their actions might affect others
- Our staff and older pupils setting a good example of how to behave towards each other
- Raising awareness about bullying through opportunities in the curriculum, the Wellbeing programme, assemblies, and national events such as Anti Bullying Week, amongst others
- Developing pupils' social skills, confidence, resilience and self-esteem; and defining the value of assertiveness in relationships as opposed to aggression, whether direct or indirect

- Making it clear to all that there are effective procedures for reporting, investigating and tackling bullying
- Making it clear to all that incidents of cyberbullying or bullying of any kind that occur off the school premises but have an impact on the classroom environment or relationships between pupils will be pursued with the same seriousness as bullying occurring within school
- Making it as easy as possible for pupils including those with specific vulnerabilities who are being bullied to talk to someone they trust and get help confidentially
- Having a strong pastoral team dedicated to pupil welfare and experienced in dealing with bullying issues. All our staff are trained in recognising and responding to bullying and staff awareness is raised through regular discussion of pupil issues in pastoral meetings. Action is taken to reduce the risk of bullying where and when it is known to be most likely to occur.
- Taking pupils' views into account through various pupil forums (e.g. on House visits) House Forums, the work of the JCR, and developing the roles that pupils can play in anti-bullying work, digital leaders and their proactive work.
- Ensuring all pupils sign up to the school's Acceptable Use Agreements, which make it clear that cyberbullying is unacceptable. This message is regularly reinforced in lessons, assemblies and pastoral sessions. The school also makes more detailed information on how to deal with cyberbullying available to pupils and parents.
- Working in line with national guidance, and the requirements of our regulatory bodies.
- A member of staff who witnesses an incident that *prima facie* involves bullying must deal with the incident immediately and directly. He/she must also report what has happened to the pupil's Housemaster/Housemistress and to the Deputy Head Pastoral and Second Master. Strong sanctions to address bullying behaviour are in published within the College Behaviour Policy.
- Pupils who are being bullied may show changes in behaviour. In order that they will better recognise bullying when it takes place, College staff will have access to training and to the extended advice available in the appendices to this policy. All staff must be aware of the possible implication of such behaviour change and report promptly any suspicions of bullying to the pupil's Housemaster/ Housemistress.
- When a Housemaster/Housemistress is advised of suspicions that a pupil is being bullied he/she will always inform the Deputy Head Pastoral and Second Master.

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.

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*

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

### **Partnership with Parents**

We believe that working with parents/guardians is essential to establishing the school's anti-bullying ethos and resolving any issues that arise

- Parents are encouraged to reinforce the principles of the Anti-Bullying Policy at home
- Parents are asked to let their child's HsM, tutor or teacher know directly if they have cause for concern, either on behalf of their own children or because of rumours about others
- In any serious case of bullying parents will be informed by the school and may be invited in to discuss the matter. We will keep in regular contact with parents until the issue is resolved.

### **Monitoring**

The College undertakes to monitor the extent to which bullying is a problem at Bradfield and so requires that all reported instances of bullying are recorded. When bullying is reported, appropriate action will be taken.

Help will be made available both to the victim(s) and to the bully(ies). Bullying that is *prima facie* illegal activity will be discussed with the Police. Bullying records will be reviewed **monthly by the Deputy Head (Pastoral) and Second Master, and termly with the Safeguarding Governor**, to identify any patterns (e.g.: high levels of homophobic or racist bullying either generally or within a year group or boarding house).

Records of all and suspected incidents of bullying are also co-ordinated with those relating to sanctions and child protection in order to detect any trends and patterns.

## Sanctions

Where pupils do not respond to the measures put in place to resolve the issue it will be necessary to use the sanctions outlined in the school's behaviour policies. Low level disruption should be challenged. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable, and help stop negative behaviour escalating. This may be recorded as a Level 0.

Any sanctions imposed will be fair, proportionate and reasonable, take account of any special educational needs or disabilities that pupils may have, and consider the needs of vulnerable pupils.

Cases of severe or persistent bullying may lead to fixed term or permanent exclusion. The College takes seriously the fact that bullying can be accomplished passively by exclusion or refusal to communicate with someone.

HsMs are expected to be vigilant in this regard and to make awareness of exclusion (both in physical reality and on-line in social media) something that is discussed in Call, in tutors' meetings and in tutorials.

Classroom teachers and those running co-curricular activities are carefully briefed on this issue too and expected to proactively manage interactions in their classes and activities to ensure that exclusion is noticed and addressed.

<b>Level 0</b>	Thoughtlessness: Whether on-line or in person, if a pupil has made comments that are unkind and hurtful, but are considered to be clearly thoughtless the HsM may have a conversation with the pupil about the impact of their behaviour. They may be asked to complete a reflective task such as writing an essay or a Think About It Memo.. This conversation would be recorded by the HsM. The Senior HsM should be consulted to ensure consistency of Level 0 across Houses. Staff should make a record on the Report Concern button (Low Level Thoughtless Behaviour).
<b>Level 1</b>	Whether on-line or in person, where there is a degree of repetition, or where thoughtless behaviour involves physicality, or if there is an imbalance of power such as where the victim is a vulnerable pupil, or where the bullying is across different year groups. At Level 1 it is likely to involve a Senior HsM conversation and parents will be informed in writing either by the HsM or Deputy Head (Pastoral) depending upon circumstances. The pupil may be asked to complete a reflective task and a Gating. This stage may be by-passed and sanctions imposed immediately if bullying is found to be more serious.
<b>Level 2</b>	Warning as to future conduct: If, after the above discussion, the bullying continues, it will be assumed that it is deliberate and a more severe approach will need to be taken. If an individual incident of bullying is deemed serious enough, this may also warrant a 'Level 2' intervention. Sanctions will depend on the severity of the bullying but at this level it becomes a Notifiable Offence. A suspension from College is one potential outcome. Following HsMs discussion with Deputy Head Pastoral a formal letter will be sent to parents by the Second Master. A meeting with parents and Second Master may be necessary.
<b>Level 3</b>	If after these two steps the bullying continues, or in very serious individual cases where significant physical or emotional harm has been caused, it will be assumed that the pupil has no respect for other Bradfieldians and this will not be tolerated within the school community. In this situation the pupil is likely to be suspended awaiting a full investigation by the Second Master, followed by a formal Disciplinary Meeting with the Headmaster.. In very serious cases it may be necessary to make a report to the Police or Social Services. College reserves the right to act to address a pupil's conduct when s/he is not on school premises or under control of a College member of staff. This may include contacting outside agencies.

**Reparation:** This may be used in conjunction with any Level of Bullying. It offers a ‘no-blame’ approach to both parties. The victim(s) and their bully(ies) may have a discussion with a teacher who would normally be the HsM. This discussion allows both parties to give their opinions and to try to work out a solution which is mutually agreeable. The aim is to allow the bullies to realise that they are causing unhappiness and that their behaviour will not be tolerated. Everything in this discussion will be recorded in writing and filed. Following this, communication will be made with parents / guardians to let them know about the situation and what has been done. This will be confidential, although tutors should be made aware and a note should be added to the Pastoral Dashboard. The HsM may want to inform House Prefects so that they can be vigilant.

**In all cases it is important that the “voice of the child” is heard and that their views are sought and recorded. A pupil may chose not to partake in the reparation process, for example.**

### **Sexual Harassment, Sexual Violence, and Child Protection**

Where an instance of bullying constitutes sexual harassment, sexual violence or child-on-child abuse, the procedures set down in the Safeguarding Policy will be followed. If in any doubt, the instance should be referred immediately to the DSL.

The school has due regard to the safeguarding requirements of the revised National Minimum Standards for Boarding (September 2022) and to the recommendations of the Independent Inquiry into Child Sex Abuse (IICSA) (March 2022).

IICSA noted that sexual abuse can and does occur

- in all types of schools;
- to all ages of children.

And so it recommended that schools must go beyond the acceptance that ‘it could happen here’ to the belief that ‘it probably is happening here’.

The boarding environment is regarded by IICSA as a high risk for grooming and abuse by adults working at a school as well as providing opportunities for child-on-child sex abuse. Day pupils at boarding schools are also judged to be vulnerable to these risks. Overseas boarders may be especially vulnerable not just at school but when staying with their educational guardians for whom there is no convincing system of checks.

HsMs will be proactive in ensuring that the risk of sexual harassment or sexual violence within the boarding environment is minimised. Suspected instances must always be reported even if the actual evidence is slight.

### **Related Policies:**

Other policies which deal with bullying directly or indirectly include:

- Safeguarding and Child Protection, with particular reference to child-on-child abuse
- Relationship and Sex Education, with particular reference to consent and sexual harassment
- Behaviour
- Equality and Diversity
- Acceptable use of IT

## B1: Bullying: Principles, Definitions, Responsibilities and Procedures

### Appendix to Anti-Bullying Policy intended to provide specific guidance to staff to prevent and deal with instances of bullying

Last reviewed/ revised: June 2022

#### 1. A 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. 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.

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 *Preventing and tackling bullying: advice for headteachers, staff and governing bodies (July 2017)*; *Cyber bullying: advice for headteachers and school staff (November 2014)*; *DCSF Safe to Learn: Bullying around racism, religion and culture (2006)*
- the concerns expressed in the DfE statutory guidance:

*Keeping Children Safe in Education 1<sup>st</sup> September 2022:*

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1007260/Keeping\\_children\\_safe\\_in\\_education\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007260/Keeping_children_safe_in_education_2021.pdf)

*Sexual Violence and Sexual Harassment between children September 2021*

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/999239/SVSH\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf)

- 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***”;
- Any behaviour that a reasonable bystander would say was intended to hurt or upset the victim is wrong and could constitute bullying, including complicity that may fall short of participating directly in the bullying. It is no justification that the perpetrator says or believes that the victim is not upset or hurt by his or her actions or words
- that certain forms of bullying can constitute a criminal offence. This is especially true of certain forms of Cyber-bullying and the Appendix to this policy which deals with Cyber-bullying identifies some of the legislation at issue. Physical bullying and intimidating behaviour may also court illegality and the College acknowledges its duty to make this plain to pupils;
- the importance of staff training and support in dealing with bullying at schools. This training and support needs to be given to all involved in the pastoral care of pupils and also to be given in tailored/targeted form to support those dealing with pupils facing specific difficulties.

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 or bullies. Bullying that is *prima facie* illegal activity will be discussed with the Police. The College seeks to prevent bullying using a range of measures stated in the main policy.

In addition, it does this by:

- by discussing the role of the “bystander” in Wellbeing lessons and assemblies, so that all pupils appreciate that the bystander who does nothing is an effective participant in the bullying behaviour witnessed and left unchallenged;
- by discussing with pupils in Wellbeing lessons and House discussion groups the way in which perception is often critical in instances where a child feels victimised and bullied, so that pupils become more thoughtful and careful about what they say and do, with the result that inadvertent bullying is minimised;
- by discussing bullying with staff, especially in-House tutor groups and in Department meetings, so that all understand the signs of bullying, the nature of bullying activity and the best means of addressing it;
- by offering advice to individual teachers worried about pupils or tutees, or counselling individuals in difficulty. Housemasters/mistresses, the Deputy Head Pastoral and the Second Master will always be available to give careful advice on how to deal with specific difficulties;
- by providing specialist advice to Housemaster/mistresses, tutors and pupils when dealing with bullying associated with special educational needs, psychological or mental disability, or in circumstances where some individuals may feel “out of their depth” (e.g. if called to deal with bullying associated with LGBTQ+ pupils).

Bradfield prides itself on being a listening school but is aware that current events have indicated nationally that people are not always aware when it is appropriate to voice their sense of being disadvantaged by gender or colour. In these circumstances, it is not enough to wait for the child to speak up about their difficulties. The school is therefore developing further strategies to proactively address the silence of groups who, for historic and societal reasons, do not feel entitled to speak out about poor treatment at the hands of others.

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

The Housemaster/Housemistress is charged with the overall care and welfare of a pupil. In addition, peer counselling is available in Houses, through Prefects and other senior pupils, as a source of support and advice to pupils.

The College undertakes to ensure this policy is known to and understood by staff, and that all employed in the Pastoral Care of children at Bradfield understand their legal responsibility to counter-act bullying when it is encountered in the school. INSET, discussions in houses & departments and the adjustment of the tutorial agenda to ensure tutors are alert to what is likely to go unsaid e.g. training of tutors & HsMs to be able to draw out the vulnerable.

## **2. A Statement of Specific Aims to Prevent Bullying**

- To define clearly those actions which the College understands as ‘bullying’ and to communicate 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.

Bullying may:

- be physical (e.g. hitting, kicking, spitting);
- be verbal (e.g. teasing, spreading rumours);
- be indirect (e.g. excluding someone by not talking to them or leaving them out of a group);
- be subtle (a bully can use a simple look, word or gesture to a victim to signal an intended threat or insult.)
- be manipulative (e.g. getting someone else to tease or hit someone);
- involve complicity in someone else's action (e.g. as a bystander who looks the other way);
- take place in cyberspace, on social network sites, or by sending text/voicemail messages.

### 3. Definition of Bullying to Assist Prevention

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

**Any behaviour that a reasonable bystander would say was intended to hurt or upset the victim is wrong and could constitute bullying, including complicity that may fall short of participating directly in the bullying. It is no justification that the perpetrator says or believes that the victim is not upset or hurt by his or her actions or words.**

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

Much bullying is performed in subtle ways, which are not easy to detect; a bully can use a simple look, word or gesture to a victim to signal an intended threat or insult. Some pupils are adept at changing a bullying situation into an apparently harmless one when an adult approaches. This makes it all the more important for the victim or another pupil to be able to come forward to report bullying, and for staff and parents to be alert to symptoms of bullying.

Bullying is always hurtful to the victim and damaging to the whole school community. Anyone and everyone who is involved in or witnesses bullying is affected by it. It can cause great distress, unhappiness and psychological damage and at its worst lead to suicide. It can also be a criminal offence, for example if the behaviour amounts to harassment or threatening behaviour.

#### **How does bullying differ from teasing or friendship difficulties?**

Sometimes pupils can feel hurt or upset because they have been teased or have fallen out with a friend. This is not the same as bullying.

School staff are ready to help and support pupils who have fallen out with friends, but such situations will not be treated in the same way as a case of bullying. However, the strategies we use may be similar because we acknowledge that over a period of time the impact on the pupil may be the same, and the situation could become bullying if it escalates.

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

Bullying has serious consequences that can be physical (e.g. bruises, scratches), emotional (e.g. misery, despair) or psychological (e.g. depression or mental breakdown). Some people who have been bullied have attempted suicide.

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

#### 4. Definition of Bullying to Assist Prevention

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##### **4.1 Physical Bullying** may involve:

- Hitting or kicking someone;
- Jostling, bumping, pushing someone “banking” 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 actual or the threat of assault, actual bodily harm or wounding it is a criminal offence.

#### **4.2 Verbal Bullying** may involve:

- Spoken comments;
- Written notes including emails or text messages;
- Improper use of social media;
- 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
- Sexual, racial or other forms of harassment.

#### **4.3 Indirect or Manipulative Bullying** 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;
- Publishing photographs or images of someone that are intended to occasion mockery or gossip;
- Encouraging others to become the agents of physical or verbal bullying against one's intended victim.

#### **4.4 Bullying characterised by racism, sexism, homophobia and the exploitation of disability** may involve:

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

#### **4.2 Sexual Bullying** may involve:

- Bullying that seeks to hurt people by drawing attention to their body shape, hair colour, manner of dress, alleged sexual attractiveness (or perceived lack of it), close friendships (or the absence of intimate relationships in an individual's life);
- Physical action of a sexually intimidating nature (by the invasion of body space, staring intently, inappropriate touching);
- Spreading rumours about an individual's lifestyle (or the lifestyle of a close friend or relative);
- Spoken comments, written notes, emails, web postings, text messages, phone calls about someone (their friends or a member of their family), or about some group of pupils;
- The defacing of notices with snide remarks about someone (their friends or a member of their family), or about some group of pupils.
- Youth-produced sexual imagery/sexting and sending/sharing inappropriate sexual images: see below.

#### 4.3 Bullying focussed on religion, culture or family background may involve:

- Spoken comments, written notes, emails, web postings etc that highlight an individual's religion or culture with the purpose of mocking them for cultural or religious difference;
- Comments, web postings etc that mock a particular religious or cultural tradition for the purpose of discomforting an individual or group at the College;
- Pejorative religious or cultural descriptors (e.g. "Moslem terrorist", "Paki shopkeepers", use of the 'N word' as a description of black people);
- Gossip about an individual's family circumstances, spreading stories about (for example) his/her being adopted, a parent in a same-sex relationship, a relation in the news for negative reasons.

#### 4.4 Electronic or Cyber-bullying may involve:

- 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 (e.g. "happy slapping" clips) using mobile phone cameras and circulating these using cellphone networks or e-mail;
- Making repeated silent calls to a mobile phone or leaving abusive messages on voice mail;
- "Frapping" (using a pseudonym or someone else's telephone or e-mail account) for anonymity when indulging in bullying.

Children may attempt to justify much of this type of behaviour as a 'practical joke' or 'banter' rather than as bullying. This misconception/erroneous description of such activity must not be accepted. It cannot constitute an acceptable defence to attempt to justify actions that are *prima facie* bullying behaviour that cause harm and/or distress as actions merely intended as a joke or as teasing. In circumstances where bullying actions involve hacking into the computer of another person or some other action by which the bully adopts a different identity on-line, that act of deception will be judged to compound the significance of the bullying activity and will be treated as an aggravating factor when it comes to considering the appropriate sanction.

Similarly, on-line bullying activity that is done anonymously will be judged with greater severity.

#### 4.5 Sexting is the term given to the practice of sharing sexually explicit images or text.

Sexting, or "youth-produced sexual imagery" (*Sexting in schools and colleges: responding to incidents and safeguarding young people UKCCIS 2017*) is commonplace. Circumstances in which pupils might 'sext' one another vary. The latest guidance provided in

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

should be noted.

Where school pupils under 18 years of age are involved this practice is always illegal.

'Youth produced sexual imagery' best describes the practice because:

- ‘Youth produced’ includes young people sharing images that they, or another young person, have created of themselves.
- ‘Sexual’ is clearer than ‘indecent.’ A judgement of whether something is ‘decent’ is both a value judgement and dependent on context.
- ‘Imagery’ covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the document).

Pupils must also understand that:

- 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 a threatening, offensive action. It causes anxiety.
- The consequences of sexting can be serious for the perpetrator. **It is illegal in the UK to publish or download a sexual image of someone under 18 even when it is the child him/herself who created and posted the material online. Note:**

<https://www.gov.uk/government/publications/revenge-porn>

#### 4.6 Child Protection

Bullying that is so extreme that a pupil suffers or is likely to suffer significant harm and consequentially child-on-child abuse is a Child Protection concern and will be reported to the West Berkshire LSCB in accordance with the College policy on Safeguarding and Child Protection, and/or the Police (especially if the child is at immediate risk).

All bullying is reported to the Deputy Head Pastoral (who is a DDSL) or the DSL and they will always discuss bullying events that are potentially abusive with Children’s Social Services.

### 5. Signs of Bullying

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

- 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.

## **6. Responsibilities**

**6.1** 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 upon the College 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 College Behaviour Policy contains adequate measures to promote good conduct and respect for others alongside sanctions aimed at the elimination of bullying behaviour;
- ensure that Housemasters/Housemistresses have an opportunity of reviewing anti-bullying 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.

**6.2** The Second Master will:

- be responsible for arranging the publication of appropriate details of the policy on the College website, in Advice to all Teaching Staff, The Parents' Handbook and the Pupil Diary, and for ensuring that the relevant procedures are presented to the COO in order to inform the College's support staff (in association with the Deputy Head Pastoral and the DSL)
- be responsible for liaising with the Deputy Head Pastoral in the drafting the College Behaviour Policy and for the operation of suitable sanctions aimed at the elimination of bullying behaviour at Bradfield;
- maintain the College Bullying Register in association with the Deputy Head Pastoral;
- keep the Headmaster informed of bullying incidents and discuss with him how best to involve parents in the solution of individual problems.

**6.3** The Deputy Head Pastoral will:

- be responsible for drafting the College's Anti-Bullying policy (including Bullying: Principles, Definitions, Responsibilities and Procedures) and for presenting it for discussion by Housemasters/Housemistresses and the SMT
- Ensure the Housemaster/Housemistress understands and follows the Investigation Guidance 2023 and the Incident Report Form (Appendix B4)
- be responsible for arranging the publication of appropriate details of the policy on the College website, in Advice to all Teaching Staff, The Parents' Handbook and the Pupil Diary, and for ensuring that the relevant procedures are presented to the COO in order to inform the College's support staff (in association with the Second Master);
- be responsible for liaising with the Second Master in the drafting the College Behaviour Policy and for the operation of suitable sanctions aimed at the elimination of bullying behaviour at Bradfield;
- maintain the College Bullying Register in association with the Second Master;

- keep the Headmaster informed of bullying incidents and discuss with him how best to involve parents in the solution of individual problems;
- support the Housemasters/Housemistresses in the counselling of both bullies and victims, and in formulating solutions to particular problems;
- arrange relevant staff training (in association with the Deputy Head (Academic));
- ensure that the discussion of bullying is properly dealt with in the College's Personal, Social and Health Education (Wellbeing) programme;
- seek to develop ways of encouraging pupils to let it be known that they are being bullied or have witnessed bullying.
- Regularly review bullying logs and discuss issues with the DSL.
- as DDSL ensure that all bullying that is potentially child abuse is discussed with local Children's Social Services.

#### 6.4 All Housemasters and Housemistresses will:

- give priority to the care of pupils, which must always be placed above the efficient discharge of administrative tasks;
- understand and endorse in their practices the College's definition of bullying
- be responsible for discussing the College's Anti-Bullying policy (including Bullying) Principles, Definitions, Responsibilities and Procedures) with members of the House 'team' (including cleaners) and its pupils;
- be responsible for ensuring that the pupils in their houses are supported by the College's anti-bullying policy and that its procedures are followed in practice;
- deal with bullying incidents that are disclosed or discovered;
- maintain a House "Bullying Log" and report all incidents of bullying to the Second Master and Deputy Head Pastoral;
- support and counsel those who bully, are bullied and those who 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 bullying 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, so that opportunities to bully are minimised;
- put into practice methods for encouraging pupils to tell someone if they are being bullied.

#### 6.5 All Heads of Department will:

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

#### 6.6 All teaching staff will:

- know the definition of Bullying (Section 3);
- know the College's Anti-Bullying policy (including Bullying: Principles, Definitions, Responsibilities and Procedures)
- Deal with bullying incidents according to the procedures;
- participate in the care and supervision of pupil behaviour as part of a House Tutor Team. To reduce the risk of bullying, 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.

- to reduce the risk of bullying in these places teachers will begin and end their classes punctually and not leave students unsupervised;
- be formally responsible for the supervision of pupils in their co-curricular activities. To reduce the risk of bullying in these places teachers will begin their co-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).
- Actively promote a climate within their classrooms where good behaviour, mutual respect, and consideration are paramount and encourage pupils to value diversity and difference, protect the vulnerable, and appreciate how their actions might affect others

**6.7 All Support Staff will:**

- know the definition of Bullying (Section 3);
- know the College's Anti-Bullying policy (including Bullying: Principles, Definitions, Responsibilities and Procedures);
- deal with incidents according to these procedures.

**6.8 All pupils should:**

- know the definition of Bullying (Section 3);
- be aware of the College's Anti-Bullying policy (including Bullying: Principles, Definitions, Responsibilities and Procedures) 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”.
- Understand that any behaviour that a reasonable bystander would say was intended to hurt or upset the victim is wrong and could constitute bullying, including complicity that may fall short of participating directly in the bullying. It is no justification that the perpetrator says or believes that the victim is not upset or hurt by his or her actions or words.

**6.9** All parents/guardians should:

- Know the definition of Bullying (Section 3);
- Be aware of the College’s Anti-Bullying policy (including Bullying: Principles, Definitions, Responsibilities and Procedures)
- 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. Procedures**

### **7.1 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 pupil is being bullied he/she will always inform the Second Master and Deputy Head Pastoral. The HsM will also:

- make a note of the reported suspicion on the pupil’s confidential file (dating the entry);
- enter the pupil’s name on the House Bullying Log and submit a “Report Bullying” notification so that the incident and those involved are recorded centrally
- make appropriate enquiries of the pupil (either directly, or indirectly through the pupil’s tutor or House Matron) and note the result of those enquiries in the pupil’s file;
- assess the report through observation of the pupil’s behaviour;
- alert the pupil’s tutor and the House Matron to the report and the result of subsequent enquiries;
- remind all parties alerted that they should inform the Housemaster/Housemistress of any grounds for persisting or developing concerns.
- If the pupil acknowledges that he/she is being bullied, the HsM will follow the procedure outlined at 5.4.

If the pupil denies that he/she is being bullied, the HsM will 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 particularly appropriate when the pupil’s denials are unconvincing.

### **7.2 Disclosure of Bullying**

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

The person hearing the disclosure of bullying must:

- 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;
- determine what action the pupil would like to see taken;
- explain what will happen next (the Housemaster/Housemistress, Deputy Head Pastoral 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 pupil feels safe and is not in danger of significant harm;
- once the initial disclosure is concluded, make a record of key points disclosed: what happened, who was involved, who saw what happened, where it happened, previous occasions when it has happened;
- as the record of the disclosure (signed and dated) to the Housemaster/Housemistress (with a copy to the Deputy Head Pastoral). Where appropriate, this may be done through the individual's line manager.

The Housemaster/Housemistress will **always** inform the Deputy Head Pastoral and Second Master and must:

- in cases where serious bullying is disclosed, attempt to ring or get the House Matron to ring the pupil's parents or guardians as soon as possible explaining what has come to light, and outlining the way matters will be taken forward;
- 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 give priority to stabilising the pupil's emotions and protecting him/her from further trauma;
- contact the Deputy Head Pastoral to discuss the way in which the issue will be taken forward. (The Deputy Head Pastoral may wish to talk to the pupil, or may proceed on the basis of the written records of the disclosure);
- seek (with parents) to develop support for the victim, calling upon some (or all) of the following: DSL, Matron, Tutor, teachers, Chaplain, College Counsellors, Medical Centre. Ongoing discussion to support and monitor the state of the victim will be essential. The Housemaster/Housemistress must seek out the pupil at fairly frequent intervals over the next few weeks to ensure that all is well and should make a written note of each conversation.

The Deputy Head Pastoral will:

- examine the written records of the disclosure and may 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. The Housemaster/Housemistress/teacher attending the interview with the pupil will keep notes of the interview;
- determine any punishment that is appropriate in consultation with the Second Master and Housemaster/Housemistress.
- require, in addition to formal punishment, that the pupil(s) involved accept counselling or anger management, or to take part in reconciliation workshops.

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

The College and House Counsellors are in general bound by considerations of confidentiality. However, these considerations do not extend to disclosures relating to possible child abuse, criminal behaviour, self-harm or significant harm. Even though they may encourage pupils to repeat their disclosures to pastoral staff such as HsMs or to speak on their behalf, ultimately they cannot promise confidentiality when abuse including child-on-child abuse is being disclosed, and so must report the disclosure to the DSL, explaining to the child why they must do so. The same applies to the Chaplain for whom, even if a disclosure is given during confession, consent to share the disclosure is not required if a child is at risk of significant harm.

### 7.4 Witnessing bullying

A member of staff who witnesses an incident that *prima facie* involves bullying must deal with the incident immediately and directly.

A teacher will:

- **NEVER IGNORE** any behaviour that is *prima facie* bullying;
- **CHALLENGE** the behaviour

- explain how bullying behaviour might cause injury and ensure that the pupil is clear that such behaviour is never to be repeated;
- report the incident to the Housemaster/Housemistress of those involved noting any sanctions applied;
- If satisfied that the incident involved intentional bullying, report it to the Second Master and Deputy Head Pastoral in accordance with the College's procedures on 'Notifiable Offences'.

## 8. 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 Wellbeing in Years 9-12, and through PSHE delivered in houses), school assemblies, chapel and tutorials.

- The Deputy Head Pastoral is responsible for initiating and developing, with the Head of Wellbeing, an anti-bullying programme as part of the Wellbeing programme which will include discussion of sexual, racial and other forms of harassment;
- 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 pupils learn to listen to one another, to respect opinions they do not themselves hold, and for fostering an appropriate degree of assertiveness that permits pupils to express their own opinions.

## **B2: Advice to Pupils published in the Pupil Handbook (Appendix to Anti-Bullying Policy)**

Last reviewed/revised: June 2022

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

### *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.**

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.
- saying unpleasant or unkind things to/about you on social media sites

### **Dealing with Bullying – advice to pupils**

- If you have a mobile phone, be careful whom 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 your Housemaster/Housemistress if abusive things about you are published on social networking websites and/or message boards.
- Stay calm and try to appear confident. Tell the bully to stop and get away from the situation as quickly as you can.
- 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.

- Do not suffer in silence: talk to a member of staff. This could be your tutor or HsM, the Matron, your tutor or counsellor, or any other member of staff you trust. If you are unhappy about taking to a member of staff directly, you could talk to someone in your family or a friend. Telling does not make you a 'grass' or 'snitch': not telling means that the bullying is likely to continue. Remember you may not be the only victim.
- Accusing someone of being a 'grass' or 'snitch' or a related term is simply another form of bullying and will not be tolerated.
- Be assured that we take every report of bullying seriously and will act upon it, even if it occurred outside the school. We will keep records of what has happened and consult you and support you in whatever action we take.
- Remember being bullied is not your fault – nobody ever deserves to be bullied. If you know that someone else being bullied, tell someone.
- Talk to a member of staff, so that the school can take steps to help the victim. Your Housemaster/Housemistress needs to know what is going; 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.
- Stand up for them – studies show that one of the most effective ways of stopping bullying is for fellow pupils to show their support for the victim
- Be sceptical about rumours concerning other pupils. Don't add to them. Put yourself in the position of the person targeted
- Don't be drawn into simply standing by. Many perpetrators will not persist in bullying unless they have an audience to play to, and by not taking action it could be argued you are condoning what is happening

### **Understanding bullies**

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;
- Your religious beliefs;
- If you have a disability;
- If you are a different colour ;
- If you have dyslexia, dyspraxia or ADHD;
- Your sexuality;
- Your gender.

### **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 07967 770975 or by email [counsellors@bradfieldcollege.org.uk](mailto:counsellors@bradfieldcollege.org.uk)

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

EACH – “Educational Action Challenging Homophobia”, a charity supporting young people affected by homophobia or transphobia and associated bullying, has a national Helpline number: **0808 1000 143** (open Mon-Fri 9.00am – 4.30pm). The calls are free from any landline phone, and from Orange 3 and Virgin mobiles, and will **not** show on any bill, so no-one else will know that you have called.

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

[www.beatbullying.co.uk](http://www.beatbullying.co.uk)

<http://www.stonewall.org.uk/>

### **B3: Cyber-bullying**

#### **(Appendix to Anti-Bullying Policy)**

Last reviewed/ revised: June 2022

#### **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].*

Cyber-bullying can include:

- Name-calling, threatening and abusive texts;
- On-line harassment;
- Public postings of nasty messages or pictures;
- Manipulation of peer opinion on social network sites;
- Exclusion, for example, by not accepting someone as a Facebook ‘friend’;
- Hacking into someone’s computer;
- Identity “borrowing” – pretending to be someone else online.
- Sending or sharing youth-produced sexual imagery (“sexting”): see the latest guidance provided in:  
<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

#### **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;
- The bullying cannot be escaped: cyber-space is open 24/7;
- 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 rapid development of, and widespread access to, technology has provided a new medium for ‘virtual’ bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. (*Preventing and tackling bullying: Advice for headteachers, staff and governing bodies July 2017*)

On the positive side, cyber-bullies leave a trail and it is possible in many cases to gather evidence of the bullying activity a victim has experienced.

In serious incidents, a single action can constitute bullying behaviour. When the harmful activity is on-line (e.g. on social media), a single action can have a repeated impact and can be viewed and potentially ‘liked’ by a number of different people, so harmful and/or offensive behaviour on-line does not need to be repeated over time to constitute bullying.

## Significance for Bullies

Cyber-bullies can easily break the Law. There are 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 (or film) of a child. 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; 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; a child is any person under 18;
- **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; this has resulted in a specific law against the practice known as ‘upskirting’;
- **The Voyeurism Act 2019**
- **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 (twice or more). It is 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. Reforms to the communications offences (the Malicious Communications Act 1988 (MCA 1988) and the Communications Act 2003 (CA 2003)), to criminalise behaviour where a communication would likely cause harm. This would cover emails, social media posts and WhatsApp messages, in addition to pile-on harassment (when a number of different individuals send harassing communications to a victim);
- Cyberflashing: the unsolicited sending of images or video recordings of one’s genitals – should be included as a sexual offence under section 66 of the **Sexual Offences Act 2003**. This would ensure that additional protections for victims across the whole of the UK are now available.

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 can 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 in future 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 might 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 died 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. 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 Deputy Head Pastoral, Second Master or members of the ICT team or the e-safety lead;
- Electronically using the “Report Concern” button to the Deputy Head Pastoral.

## **College Response**

Bradfield College fully accepts 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>3</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) and Section 89(5) of the Education and Inspections Act 2006 and accepts its legal duty to combat cyber-bullying activity by pupils even when they are not present on the school campus 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 premises;
- 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 premises.

## **Individual Responsibilities**

Members of the Bradfield community have specific duties in respect of cyber-bullying:

- The Deputy Head Pastoral and the DSL will keep abreast of government guidance on cyber-bullying;
- The Head of ICT and the E-Safety 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 Wellbeing Department will discuss the College’s Cyber-bullying policy with pupils and 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);
- All pupils 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;

- A copy of the College's Acceptable Use Agreement will be published on the College website for parents' reference, drawing their attention to the College's policy on ICT and Cyber-bullying.

### From DfE Cyberbullying: "Advice for Headteachers and School Staff"

#### Contact details for social networking sites

[The UK Safer Internet Centre](#) works with the social networking sites to disseminate their safety and reporting tools.

Social networking site	Useful links
Ask.fm	<a href="#">Read Ask.fm's 'terms of service'</a> <a href="#">Read Ask.fm's safety tips</a> <b>Reporting on Ask.fm:</b> You do not need to be logged into the site (i.e. a user) to report. When you move your mouse over any post on someone else's profile, you will see an option to like the post and also a drop down arrow which allows you to report the post.
BBM	<a href="#">Read BBM rules and safety</a>
Facebook	<a href="#">Read Facebook's rules</a> <a href="#">Report to Facebook</a> <a href="#">Facebook SafetyCentre</a>
Instagram	<a href="#">Read Instagram's rules</a> <a href="#">Report to Instagram</a> <a href="#">Safety Centre</a>
Kik Messenger	<a href="#">Read Kik's rules</a> <a href="#">Report to Kik</a> <a href="#">Kik Help Centre</a>
Snapchat	<a href="#">Read Snapchat rules</a> <a href="#">Report to Snapchat</a> <a href="#">Read Snapchat's safety tips for parents</a>
Tumblr	<a href="#">Read Tumblr's rules</a> <a href="#">Report to Tumblr by email</a> If you email Tumblr take a screen shot as evidence and attach it to your email
Twitter	<a href="#">Read Twitter's rules</a> <a href="#">Report to Twitter</a>
Vine	<a href="#">Read Vine's rules</a> <a href="#">Contacting Vine and reporting</a>
YouTube	<a href="#">Read YouTube's rules</a> <a href="#">Report to YouTube</a> <a href="#">SafetyCentre</a>

It is important to note that this arena can and does change quickly as new social media platforms become available.

## Mobile phones

All UK mobile phone providers have malicious or nuisance call, text or picture message centres set up and have procedures in place to deal with such instances. If you are being bullied they will help you to change your number if necessary. If you want to prosecute the perpetrator contact the police. The mobile provider will work closely with the police and can usually trace malicious calls for them.

### Service providers:

Service provider	From your mobile	Pay as you go	Pay monthly contracts
<b>O2</b>	4445 or 202	08705 678 678	0870 241 0202
<b>Vodafone</b>	191	03333 040 191	03333 048 069
<b>3</b>	333	08433 733 333	08433 733 333
<b>EE</b>	150	0800 956 6000	0800 956 6000
<b>Orange</b>	150	07973 100 450	07973 100 150
<b>T-Mobile</b>	150	07953 966 150	07953 966 150
<b>Virgin</b>	789	0345 6000 789	0345 6000 789
<b>BT</b>		08000 328 751	08000 328 751

### Further Information from West Berks 2021

#### Departmental advice for schools on preventing and responding to bullying

#### Specialist Organisations:

- **The Anti-Bullying Alliance (ABA):** Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues;
- **Kidscape:** Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people;
- **The Diana Award:** Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors;
- **The BIG Award:** The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

#### Cyber Bullying:

- **ChildNet International:** Specialist resources for young people to raise awareness of online safety and how to protect themselves;
- **Internet Watch Foundation:** For reporting illegal images and content;
- **Think U Know:** Resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers;
- **Digizen:** Provide online safety information for educators, parents, carers and young people;

- **Advice on Child Internet Safety 1.0:** The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

#### **LGBTQ+:**

- **Ditch the Label:** Resources to use when tackling gender stereotypes;
- **Schools Out:** Offers practical advice, resources (including lesson plans) and training to schools on LGBTQ+ equality in education;
- **Stonewall:** Resources to help schools, colleges and other settings ensure they are LGBTQ+ inclusive.

#### **SEND:**

- **Mencap:** Represents people with learning disabilities, with specific advice and information for people who work with children and young people;
- **Changing Faces:** Provide online resources and training to schools on bullying because of physical difference;
- **Cyberbullying and Children and Young People with SEN and Disabilities:** Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

#### **Racism:**

- **Racist and Faith Targeted Bullying:** information on racist and faith targeted bullying including top tips for schools, advice countering intolerance and prejudice, promoting shared values and what the law says;
- **Show Racism the Red Card:** Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism;
- **Kick it Out:** Uses the appeal of football to educate young people about racism and provide education packs for schools;
- **Anne Frank Trust:** Runs a schools project to teach young people about Anne Frank and the Holocaust and the consequences of unchecked prejudice.

#### **B4: Pupil Incident Report Form (Appendix to Anti-Bullying Policy)**

<b>Pupil Incident Record:</b> Type of incident (bullying, drugs, bounds, sexual violence/harassment ( <b>SVH</b> ))	
_____	
<b>Please refer to appropriate Policy:</b>	
<b>Name of Pupil:</b>	<b>SEND/Vulnerable pupil:</b> Y/N
<b>Date and time:</b>	
<b>Place of interview:</b>	
<b>Staff in attendance (pupil offered advocate?):</b>	

<p><b>Reason for interview:</b></p>
<p><b>Statement written by:</b></p> <p>The statement should be read back to the pupil.</p>
<p>Amendments to statement (this should be completed by the pupil)</p>
<p><b>Pupil Confirmation that statement is accurate:</b></p>
<p>Was a search conducted? Y/N</p> <p>If yes, was consent of pupil gained? Y/N</p> <p>If no, was consent of Head/DH(P) gained? Y/N</p> <p>Items confiscated:</p>
<p>Search recorded in House log: Y/N</p>
<p>DH(P)/DSL present/informed Y/N</p>
<p>Parents informed Y/N</p>
<p>Victim's feelings (if necessary/relevant)</p>
<p>Victim's wishes (if necessary/relevant)</p>
<p><b>DSL Team Only</b></p>
<p>Level of intervention:</p>
<p>Have you discussed the need for a MARF Y/N</p>
<p>If yes, has consent been gained? Y/N</p>
<p>If no, give reason.</p>