BRADFIELD COLLEGE

Proposed review: October 2027

**Anti Bullying Policy**

- 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.
- We actively seek pupils' views and provide accessible ways to raise concerns. A lack of reports does not mean that bullying is not occurring.
- 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**

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

This policy applies to all pupils, including those aged 18 or over, and to off-site and online behaviour affecting pupil welfare.

What do we mean by bullying? Bullying is behaviour by an individual or group that causes physical or emotional harm, usually involving repetition and an imbalance of power. A single serious incident or online action may also constitute bullying. Staff consider impact and context; support must not depend on proving intent or visible distress.

**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-related prejudice, including bullying linked to gender reassignment, gender questioning or perceived identity
    - 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.

Bullying may also involve coercion, initiation or hazing, sexual extortion, and covert filming or photography. These behaviours must not be dismissed as banter or tradition.

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 can be child-on-child abuse. Sexual harassment, sexual violence and abusive image sharing require a safeguarding response whether or not they meet the definition of bullying.

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.

Pupils with SEND may be particularly vulnerable without showing outward distress. Staff must avoid attributing signs of harm to a pupil's condition and work with the DSL and SSSD to provide communication support and reasonable adjustments.

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

Friendship disagreements and teasing can cause distress and require support. Staff must assess the context rather than assume that behaviour is ordinary friendship difficulty. Bullying often:

- Hurts or humiliates another pupil; claimed humour or lack of intent does not excuse the behaviour
- 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

- May continue despite expressions of distress or may be accompanied by an apology; apparent remorse does not rule out 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.

**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
- Providing accessible ways for pupils to speak privately to a trusted adult
- 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.

Teaching will address respectful relationships, consent, prejudice, safe bystander action and harmful online behaviour.

- Staff must intervene where safe and report suspected bullying immediately to the DSL or a DDSL, using Report Concern and informing the HsM. Urgent concerns require direct contact. Follow the staff procedures in Appendix B1.

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.

Read alongside the College Safeguarding and Child Protection Policy 2026/27, KCSIE 2026, the Boarding National Minimum Standards (May 2026) and DfE Preventing and tackling bullying (2017). Safeguarding procedures take precedence where abuse is suspected.

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

Parents may contact the DSL team directly: childprotection@bradfieldcollege.org.uk or 07353 892 179.

- Parents will normally be informed promptly. Where abuse is suspected, the DSL will agree contact, delaying it if necessary to protect a pupil or an external investigation.

**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.

The Deputy Head Pastoral and Second Master will review bullying records with the DSL, identifying patterns and checking whether action has been effective. Relevant findings will inform governor oversight, training and prevention.

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.

Keep secure, factual records of concerns, pupils' wishes, decisions and reasons, actions and outcomes; cross-reference behaviour and safeguarding records.

A named adult will support each pupil affected and check that bullying has stopped, including online and after sanctions. Follow-up must check for retaliation and the impact on wellbeing and attendance.

**Sanctions**

Sanctions may be escalated immediately for serious incidents; there is no requirement to progress through each behaviour level. Safeguarding assessment and referrals apply at every level.

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.

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| **Level 0** | 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<br>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<br>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<br>Level Thoughtless Behaviour). |
| **Level 1** | 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<br>immediately if bullying is found to be more serious. |
| **Level 2** | Warning as to future conduct: If, after the above discussion, the<br>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<br>is deemed serious enough, this may also warrant a `Level 2<br>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<br>parents and Second Master may be necessary. |
| **Level 3** | 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. |

Restorative work must be safe and voluntary, with no pressure to meet, apologise, forgive or accept shared blame. It must not replace safeguarding action or appropriate sanctions.

Seek pupils' wishes and feelings, explain next steps and keep them informed.

**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 DSL or a DDSL will lead the safeguarding response. Sexual violence requires an immediate, recorded risk and needs assessment; sexual harassment is considered case by case. Assess support and safety for all affected and keep arrangements under review.

The College has due regard to the Boarding National Minimum Standards (May 2026) and the recommendations of IICSA.

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.

Boarders may be unable to escape bullying. Safety plans must address day and night support, supervision and room allocation, including risks in bedrooms, bathrooms, cross-year relationships and online groups. Challenge hazing and misuse of senior-pupil authority. Pupils must know how to obtain help at night and contact an adult outside their House, including the Independent Listener.

Prefects and peer supporters must be trained and supervised. They may help pupils reach an adult but must not promise secrecy or investigate concerns.

The DSL team is available in term time. Follow the safeguarding policy if unavailable; call 999 for immediate danger.

**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

Online Safety, Mobile Phone, Staff Code of Conduct, Managing Allegations and Low-level Concerns, and Complaints.

**B1: Staff guidance: recognising and responding to bullying**

The definitions and prevention measures in the main policy apply throughout this appendix.

**Examples of bullying**

**1.1 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.

**1.2 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.

**1.3 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.

**1.4 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.

**1.5 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.

**1.6 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;
- Racist or faith-targeted insults, including antisemitism and anti-Muslim hatred;
- 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.

**1.7 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;
- Impersonation, cloned accounts or unauthorised access to someone else's device or account to deceive, humiliate or intimidate them.

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.

### 1.8 Making and sharing nudes and semi nudes

Refer all concerns about nudes or semi-nudes, including AI-generated or manipulated images, immediately to the DSL or a DDSL. Consensual sharing between similar-age children is not automatically bullying, but still requires safeguarding assessment. Coercion, threats and non-consensual sharing are abusive.

The DSL will follow the safeguarding policy and UKCIS guidance on assessment, referrals and safe removal of images.

Do not ask to see, download, copy or forward imagery, or delete it before DSL advice. Any exceptional viewing must follow UKCIS guidance.

### 1.9 Child Protection

Follow the safeguarding policy for referrals to children's social care or police. Do not delay protection for an internal investigation or because the DSL is unavailable. Call 999 for immediate danger.

## 2. Signs of Bullying

Behaviour may indicate bullying even without a disclosure. Possible signs include:

- 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 accentor 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.

## 3. Responsibilities

**3.1** 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.

**3.2** 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.

**3.3** 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 HsMs follow Appendix B1 procedures and use the incident form (Appendix B4), with DSL oversight where abuse is suspected.
- 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.

The DSL leads safeguarding assessment, referrals and agency liaison.

- Regularly review bullying logs and discuss issues with the DSL.
- As a DDSL, support the safeguarding response under the safeguarding policy.

**3.4** 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;
- Follow the procedures below, seeking DSL direction where abuse is suspected.
- Maintain the House Bullying Log and cross-reference Report Concern records.
- Support pupils harmed, pupils alleged to have caused harm and witnesses.
- 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.

**3.5** 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.

**3.6** All teaching staff will:

- know the definition of bullying in the main policy;
- 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

**3.7** All Support Staff will:

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

**3.8** All pupils should:

- know the definition of bullying in the main policy;
- 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 hurtor 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.

**3.9** All parents/guardians should:

- Know the definition of bullying in the main policy;
- 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 (Appendix B1, section 2);
- Contact their son/daughter's Housemaster/Housemistress if they suspect that he/she is being bullied.

## 4. Procedures

### 4.1 Suspicion of Bullying

Report concerns from disclosures, observations or third parties immediately to the DSL or a DDSL through Report Concern; inform the HsM. Contact the DSL team directly for urgent concerns.

The HsM will inform the Deputy Head Pastoral and Second Master and:

- cross-reference the central record and House Bullying Log;
- agree any enquiries with the DSL where abuse is suspected, avoiding repeated or leading questions;
- 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.
- Follow the disclosure procedure below. Support must not depend on a pupil admitting bullying or naming others.

Discuss continuing concerns with the DSL even if the pupil denies bullying. Arrange discreet adult support; do not give pupils responsibility for investigating or safeguarding peers.

### 4.2 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 they are taken seriously, have done the right thing by telling and are not to blame;
- determine what action the pupil would like to see taken;
- explain who needs to know and why;
- ensure that the pupil feels safe and is not in danger of significant harm;
- listen without leading questions and record the pupil's words, date, time and action taken;
- report immediately to the DSL or a DDSL through Report Concern and inform the HsM; contact the DSL directly for urgent concerns;

The HsM, with the DSL or a DDSL and pastoral leaders, must:

agree immediate protection, support and any agency advice before disciplinary enquiries;

- agree safe parent contact with the DSL;
- check the record sensitively without requiring repeated accounts;
- 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;

- 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;
- agree disciplinary interviews with the DSL where abuse is suspected, avoiding prejudice to any agency investigation;
- determine any punishment that is appropriate in consultation with the Second Master and Housemaster/Housemistress.
- arrange support and intervention for the pupil who caused harm;

### 4.3 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.

### 4.4 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;
- record and report the incident as set out in section 4.1;

## 5. 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)**

Proposed review: October 2026

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 belongings or devices 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**

- Tell a trusted adult about upsetting or threatening messages. Do not reply with threats or pass harmful content on.

- You must also speak to your Housemaster/Housemistress if abusive things about you are published on social networking websites and/or message boards.
- If you can, move to a safe place and find an adult. You do not have to confront someone or appear confident before asking for help.
- 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.
- Tell a trusted adult or use Report Concern. You can ask someone to help you report. If you do not feel heard, tell another adult or the DSL team.
- Accusing someone of being a 'grass' or 'snitch' or a related term is simply another form of bullying and will not be tolerated.

Tell an adult if anyone threatens you or treats you badly because you reported bullying.

- We will listen, explain what happens next and help keep you safe. We cannot keep abuse secret but will share information only with those who need to help.
- 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.
- Support others safely: listen, include them and help them tell an adult.
- Be sceptical about rumours concerning other pupils. Don't add to them. Put yourself in the position of the person targeted
- Do not join in, film or share bullying. If you feel frightened or pressured, ask an adult for help.

**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**

For support, speak to a trusted adult, the College counselling team or Medical Centre.

Childline: www.childline.org.uk or 0800 1111.

**B3: Cyber-bullying**

Appendix to Anti-Bullying Policy

Cyberbullying occurs through digital technology, including messages, group chats, social media and games. One action can cause repeated harm when content is shared.

**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;
- Deliberate online exclusion used to isolate or humiliate;
- Hacking into someone's computer;
- Identity "borrowing" – pretending to be someone else online.
- Abusive image sharing, including AI-generated images: follow section 1.8 of Appendix B1.

Sharing private information, threatening to publish intimate content, or using AI-generated images or audio to harm someone.

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.

**Significance for Bullies**

Online abuse may be criminal, including cyberflashing, threats and intimate-image abuse. The DSL will seek police advice where appropriate. Pupils must be supported to report without threats of automatic prosecution.

**Expectations of Pupils**

Report concerns to a trusted adult. Encouraging or sharing bullying causes further harm; failure to report must be considered in the context of fear, coercion and vulnerability.

- Tell a trusted adult or use Report Concern; take urgent concerns directly to an adult.

**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;
- Filtering and monitoring follow the Online Safety Policy and support, rather than replace, staff vigilance and pupil reporting.
- Assess online reports fairly, including possible impersonation, hacking or coercion.
- Sanctions follow the Behaviour Policy. Device searches and evidence handling must follow authorised procedures and the image-sharing safeguards in Appendix B1.

The reporting and safeguarding procedures in Appendix B1 also apply to online bullying, including off-site incidents affecting pupil welfare.

**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;
- ICT staff will work with the DSL and online safety lead to review risks and filtering and monitoring.
- 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;
- 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.

**Reporting online bullying and obtaining help**

Use current platform reporting tools or seek help from the DSL or online safety lead. Advice: www.saferinternet.org.uk. Do not copy or forward suspected illegal imagery.

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

**Mobile phones**

For nuisance or threatening calls, use the provider's current support channel and seek College help or police advice as appropriate.

**Further support and resources**

**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;
- CEOP Education: resources for children, young people, parents, carers and teachers on online sexual abuse and exploitation (www.ceopeducation.co.uk).
- **Digizen**: Provide online safety information for educators, parents, carers and young people;
- UK Council for Internet Safety (UKCIS): current advice for education settings on sharing nudes and semi-nudes; refer to the guidance linked above.

**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)**

| | |
|---|---|
| **Pupil Incident Record**: Type of incident (bullying, drugs, bounds, sexual violence/harassment (**SVH**))<br><br>_____<br><br>**Please refer to appropriate Policy**: | |
| **Name of Pupil**: | **SEND/Vulnerable pupil**: Y/N |
| **Date and time**: | |
| **Place of interview**: | |
| **Staff in attendance (pupil offered advocate?)**: | |
| **Reason for interview**: | |
| **Statement written by:**<br><br>The statement should be read back to the pupil. | |
| Amendments to statement (this should be completed by the pupil)<br><br>**Pupil Confirmation that statement is accurate**: | |
| **Was a search conducted**? Y/N | |

| |
|---|
| **If yes, was consent of pupil gained**? Y/N<br>**If no, was consent of Head/DH(P) gained**? Y/N<br>**Items confiscated**:<br><br>**Search recorded in House log**: Y/N |
| **DH(P)/DSL present/informed** Y/N |
| **Parents informed** Y/N |
| Pupil's feelings and impact on safety and wellbeing |
| Pupil's wishes, preferred support and explanation of next steps |
| **DSL Team Only** |
| Level of intervention: |
| Have you discussed the need for a MARF Y/N |
| Consent sought where appropriate? Y/N. Consent is not a prerequisite for a child protection referral. |
| If no, give reason. |

| |
|---|
| Safety and support plan; DSL decisions, reasons, referrals and parent contact: |
| Named support adult; review dates, pupil feedback, retaliation checks and outcome: |