



Child Protection Anti-Bullying Policy

A Whole-School policy including the EYFS

Developed by:	Paula Talman Director of Compliance, Health & Welfare (DSL)
Approved by:	Fergus Llewellyn
Implemented:	2010
Last reviewed:	October 2020
Next review:	October 2021
Any Changes made to this policy are highlighted in yellow. Previous Safeguarding Policies are saved in the archives folder.	Please read the entire policy as a number of changes have been made
All staff must sign a safeguarding form following each annual policy review. The form will be placed in your pigeon hole and must be returned to the DSL	
Reviewed by the main board of Governors and signed by the Chairman annually. Last Review:	December 2020
Next reviewed by Governors	December 2021
Reviewed annually or with government change.	

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Designated Safeguarding Leads (DSL):

DSL- Paula Talman (Dir. Compliance Health & Welfare) & **Matt Mockridge** (Deputy Head & Bursar) responsible for Yr1-Yr8. **Jane Sykes** responsible for the EYFS (Nursery and Reception)

Deputy DSL- Fergus Llwellyn (Headmaster) & **Ben Chapman** (Assistant Head)

Deputy DSL EYFS- Louise Hackett (Nursery) and **Kayleigh Widdows** (Class Assistant)

In the absence of the Designated Safeguarding Lead the Deputy Designated Safeguarding Lead will cover the role.

This policy, which applies to the whole school, is publicly available on the school website and on request; a copy may be obtained from the school. All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours including activities away from school. This policy should be read and understood in conjunction with our Safeguarding – Child Protection, Behaviour Management, Whistleblowing Policies and the Staff Code of Conduct.

Legal Status:

This is a Statutory Policy:

- It complies with Part 3 of The Education (Independent School Standards) (England) Regulations currently in force.

Prepared with reference to:

- Advice for parents and carers on cyberbullying (DfE - November 2014)
- Cyberbullying: Advice for Headteachers and school staff (DfE - November 2014)
- Preventing and tackling bullying: Advice for headteachers, staff and governing bodies (DfE- October 2014)
- School support for children and young people who are bullied (DfE - March 2014)
- Working together to safeguard children (DfE 2018)
- CEOP guidelines www.thinkuknow.co.uk
- Keeping Children Safe in Education **September 2020**
- ISI Handbook for the Inspection Schools - The Regulatory Requirements
- Preventing and tackling bullying (2017)

The policy has regard to the Equality Act 2010, protected characteristics and the Public Sector Equality Duty.

Related documents:

- Safeguarding and Child Protection Policy and Procedures
- Positive Behaviour Management Policy (including Sanctions, Rewards, and Exclusions)
- Pre-Prep and Prep Discipline Policy
- Pre-Prep and Prep Pastoral Care Policy
- Use of ICT, electronic equipment and mobile devices including Cyber-Bullying and Acceptable Use, Mobile Phone and Camera Policy
- Personal, Social, Health, Education (PSCHEE) handbook including Spiritual, Moral, Social and Cultural (SMSC) Development

Designated Member of Staff responsible for Anti-Bullying:

The member of staff with overall responsibility for Anti-bullying in the whole school is the Headmaster (DDSL), who has oversight of Safeguarding and Pastoral Care at the school including Behaviour Management. The DSLs and the Assistant Head (Pastoral), work in conjunction with the Headmaster and also with The Head of Pre-Prep who has responsibility with regard to the Pre-Prep and Early Years Foundation Stage.

Monitoring and review:

This policy is subject to continuous monitoring, refinement and audit by the Headmaster, Assistant Head (Pastoral) and The Director of Compliance, Health & Welfare. The Board of Governors will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

All staff will be informed of the update/reviewed policy and it is made available to them in either a hard copy or via the school intranet.

Introduction

At Cumnor House Sussex, our community is based upon respect, good manners and fair play. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop his/her full potential. We expect our pupils to treat members of staff with courtesy and co-operation so that they can learn in a relaxed, but orderly, atmosphere. All pupils should care for and support each other.

Cumnor House Sussex promotes British Values and prides itself on its respect and mutual tolerance. Ours is a diverse community, with pupils from a variety of cultural, religious and ethnic backgrounds. Some pupils require additional support and help. Parents/guardians have an important role in supporting the school in maintaining high standards of behaviour. It is essential that both school and home have consistent expectations of behaviour and that they co-operate closely together. Acceptance of this policy forms part of our standard terms and conditions. This policy operates in accordance with the school's Safeguarding and Child Protection Policy and Procedures which is available separately from the school office or the school's website. The policy also follows the Department for Education's, Keeping Children Safe In Education statutory guidance (September, 2020).

All types of bullying are hurtful and unacceptable forms of peer on peer abuse. Peer on peer abuse can include:

- Bullying, repetitive behaviour that has the intention to hurt (physically or emotionally), harm or humiliate another person/persons
- Cyberbullying
- Serious violence (gang violence)
- Sexual violence and sexual harassment between pupils
- Teenage relationship abuse
- Harassment
- Upskirting (the taking of photos underneath a person's clothing without them knowing for the purpose of seeing their genitals or bottom is a criminal offence)
- Sexting (youth produced sexual imagery)
- Initiating/hazing type violence and rituals
- Victimisation and discrimination

Peer on peer abuse

Peer on peer abuse can occur when a person under the age of 19 years experiences harm within relationships. It is recognised that it is more likely that girls will be victims and boys perpetrators and that all peer on peer abuse is unacceptable and will be taken seriously. It can be within a family, peer groups, or a boyfriend/girlfriend relationship. It also includes physical gender based violence/sexual assaults between peers under the age of 19 years. Peer on Peer abuse can manifest in the form of "sexting" and bullying which includes cyberbullying and "banter". It is recognised at Cumnor that targeted and repetitive banter must not be tolerated and that it must never be passed off as "part of growing up" or "just having a laugh". Disclosures about pupil-on-pupil abuse will be taken seriously and result in all children involved, whether perpetrator or victim, being supported and kept safe. Cumnor House will respond to peer on peer

abuse on a case-by-case basis and will seek support from the East Sussex Safeguarding Children Partnership (contact via the MASH team). The East Sussex Continuum of Need will be used to assess the level of need and the perpetrator and victims will be supported using the Cumnor House Sussex “Team Around The Child” framework which is available from the school office. **Part 5 of KCSIE 2020** addresses sexual violence and sexual harassment between pupils in more detail and is to be read by all members of staff.

The school does not tolerate any form of bullying behaviour. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Where appropriate we will apply the sanctions described in our Positive Behaviour Policy for behaviour that constitutes bullying of any kind. However if there is a concern for a child or children’s welfare under section 17 or section 47 of the Children Act 1989 the procedures outlined in the school’s Safeguarding and Child Protection Policy will be followed.

Following a report of any form of peer on peer abuse the DSL will carry out an immediate risk and needs assessment, considering:

- The victim
- the alleged perpetrator
- all other children
- managing the school environment so that the victim and the alleged perpetrator feel supported and safe (e.g. classroom settings and space at break times or during free times)

This assessment will be kept under review and the DSL will liaise with the MASH team as required.

The school will consider:

- The wishes of the victim in terms of how to proceed
- The nature of the alleged incident
- The ages of the children involved
- The developmental stages of the children involved
- Any power imbalance between the children
- If the incident is a one-off or a sustained pattern of abuse
- If there are any on-going risks to the victim, other children, school or staff
- Any contextual safeguarding issues
- Managing the incident internally
- Seeking early help from multi-agencies
- Making a referral to the MASH
- Making a report to the police

Bullying

Bullying **is a recognised form of peer on peer abuse**, often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer.

Physical and emotional bullying is a serious issue and can cause psychological damage.

Physical bullying may involve physical (including sexual) intimidation, verbal, cyber-technology (including chat-room, email, e-photos, texting, “sexting”, social websites and SMS messages), and emotional means (by excluding, tormenting or spreading malicious rumours). It can involve manipulating a third party to

tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is often hidden and subtle. It can also be overt and intimidatory.

Bullying may involve actions or comments that are racist, homophobic, which focus on disabilities or other physical attributes (such as hair colour or body shape). Bullying can happen anywhere and at any time. It can cause serious and lasting psychological damage and even suicide. Harassment and threatening behaviour are criminal offences. We always treat it very seriously. It conflicts sharply with the school's policy on equal opportunities, as well as with its social and moral principles.

The staff at Cumnor are aware of the government's publications on "Preventing And Tackling Bullying March 2014" & "Keeping Children Safe In Education **September 2020**" and are alert to pupil relationships and the potential for abuse among peers.

A bullying incident will be treated as a reportable child protection concern where there is reason to believe that a child is suffering or is likely to suffer significant harm.

See Appendix 1 for further information on the definition of **bullying behaviour**

Signs of bullying

A child may indicate by signs or behaviour that he/she is being bullied. If you are concerned and become aware of any of the following, you may wish to ask if someone is threatening or bullying the child in your care.

Children may exhibit these patterns of behaviour to parents or teachers:

- be late, be unwilling to attend School, disinterested, lose belongings, under-achieve/ produce careless work
- be isolated, changes in behaviour e.g. outburst of temper, tearful, withdrawn, feel unwell, bed wetting, issues with eating

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoiled by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Psychological damage and diminished levels of self-confidence
- Frequent visits to the Sick Bay with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences night terrors
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

Bullying can take place between child and child, staff and staff and staff and child. We consider the pastoral care of the children and staff to be of prime importance. In class, this role largely rests with the class teacher. It is school policy that any misdemeanour will be dealt with by the member of staff present when it occurs, whether in the playground, classroom, changing rooms, dorms or any part of the school. A common code of behaviour is expected from everyone at Cumnor House (please refer to our Positive Behaviour Policy).

All staff and volunteers at Cumnor House are expected to treat each other with a professional level of respect. Incidents which have occurred in School must be dealt with by the School and on no account must a parent interfere with the discipline of another child.

The “Bystander Culture” vs “Encouragement to Tell”

As a School, we believe that it is unacceptable for any pupil to watch bullying taking place and to do nothing about it. We encourage all pupils to bring their concerns to the attention of a member of staff and/or their parents. We create an atmosphere in which pupils who are being bullied, or others who know about it, feel that they will be listened to and believed, and that the action taken will be swift but sensitive to their concerns. Pupils need to know that not reporting incidents of bullying has the effect of protecting the bullies, and gives them the message that they can continue to act in this way.

Why do some people bully?

People become bullies for lots of different reasons:

- they have family problems, e.g. bereavement, divorce, abuse
- they are being bullied themselves
- they are selfish or spoilt and always want to get their own way
- they have no friends and feel lonely
- they feel bad about themselves; they want to make others feel bad too
- they are taking out their own frustrations on others
- they feel insecure and unimportant – bullying gives them power
- they want to look ‘big’ in front of others
- they have been bullied into joining a bullying gang and comply with things just to keep on the bully’s good side
- they don’t understand how hurt victims feel

Whatever the cause, bullying is usually a signal that the bully needs some help.

Bullies often use ‘difference’ as an excuse for their bullying behaviour. Often, he/she is:

- afraid, jealous, cruel, angry, insecure and unhappy

Helping the Bullying Child:

- See if the bully has any ideas about why they bully and what they think might help them stop (refer to the reasons why people bully)
- Reassure the child it’s the behaviour you don’t like, not them, and you want to help them change
- Work out a way for the child to make amends for their behaviour
- Set up some sort of positive reinforcement for good behaviour and realistic goals
- Set limits. Stop any show of aggression immediately and help the child find other, non-aggressive ways of reasoning
- If the child bullies when faced with certain situations, help them work out and practise alternative ways of behaving
- Explain that getting away from a situation where they feel themselves losing their temper, or things getting out of hand, is not a weakness. It is a sensible way of ensuring that the situation doesn’t get worse

- Teach the child the difference between assertive behaviour and aggressive behaviour
- Provide positive reinforcement and praise the child when they do things well, creating opportunities for them to shine, e.g. display work, praise, class leader, etc.
- Try to build their self esteem
- Liaise with parents and alert them to the action taken by the school and encourage them to reinforce similar strategies at home

Preventative measures

We take the following preventative measures:

- We use appropriate assemblies to explain the school policy on Anti-Bullying. In the Pre-Prep and the EYFS this is initially done through stories on each of the Golden Rules and then other stories that reinforce how we behave towards one another. Our PSHEE (Cz and iSpace Wellbeing curriculum) programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school
- Pupils learn through assemblies, drama, stories, literature and through discussion about the importance of avoiding prejudice-based language and understanding and embracing differences between people in the world around us
- The iSpace Wellbeing Curriculum is structured to enforce the message about community involvement and taking care of each other. It specifically tells pupils who they should inform if they are being bullied, or are worried that another pupil is being bullied
- Other lessons, particularly RS, English, Sport and Drama, highlight the issue of bullying and reinforce this message by teaching cultural, moral and spiritual values that show bullying to be unacceptable and by developing social skills
- Anti-Bullying posters are displayed throughout the school to facilitate the children's understanding of what constitutes bullying and what action should be taken if they are concerned. In the Pre-Prep and EYFS these posters are mainly pictorial and are explained to the children at the start of the school year. They are also supported by the iSpace Wellbeing who to 'ASK' slides.
- All our pupils are encouraged to tell their tutor, a member of the teaching or pastoral staff at once if they know that bullying, including cyber-bullying or bullying outside of school, is taking place, or in the case of the Pre-Prep and EYFS their teacher or the Head of Pre-Prep. Every member of staff is trained in how to respond to such allegations as part of their induction training
- All reported incidents are recorded and investigated at once. We always monitor reported incidents through the Pastoral Care Team
- We have a strong and experienced pastoral team consisting of the Headmaster, Tutors, Assistant Head, Class Teachers, Director of Compliance, Health & Welfare, Educational Psychologist and Houseparents who are trained in handling any incidents as an immediate priority and are alert to possible signs of bullying. All instances of bullying are reported to the Headmaster
- Early Listeners are also available to children in Year 3-5 if a need is identified
- Pupils or their parents can request wellbeing support from the Director of Compliance, Health & Welfare
- Our pastoral team gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies
- Our Independent School Listener is an important part of our pastoral support service. She is available to give confidential advice and counselling support to pupils who can refer themselves to her when they have social, emotional or behavioural concerns. Posters are displayed in the school to guide the pupils on how to utilise and access this service
- The local Doctor is also available. The boarders can request a visit to the G.P surgery via the medical team at any time throughout the term. The Director of Compliance, Health & Welfare is also a qualified Mental Health First Aider

- Staff are always on duty at times when pupils are not in class and patrol the school site, particularly areas where bullying might occur. They are trained to be alert to inappropriate language or behaviour
- In the dormitories there are strong teams of duty staff supporting the Houseparents. The informal environment is important in reinforcing a pupil's standards and values, providing the opportunity for friendly, informal discussion of matters of concern to the individual pupil outside the formal classroom. We encourage close contact between the Houseparents and the children's parents/guardians, and would always make contact if we were worried about a pupil's wellbeing
- Our surgery and our dormitories display advice on where pupils can seek help, including details of confidential helplines and websites connecting to external specialists, such as The School Independent Listener, Childline, Kidscape, TheMix and Samaritans
- Pupils are also thought through the iSpace Wellbeing and #iWonder programmes on who and how to ask for help
- Boarding pupils have access to a telephone located in the telephone box next to the Headmaster's office, enabling them to call for support in private. All the school computers and iPads/laptops have a CEOP report button on their desk tops so that pupils can report bullying or abuse externally. The computer desktops also have icons from their iSpace Wellbeing curriculum that allow them to ask for help or report concerns internally to the Director of Compliance, Health & Welfare who is also a school nurse.
- The Anti-Bullying Committee, which consists of the Assistant Head, Head Boy, Head Girl and the House Captains, meets weekly to discuss any concerns in relation to bullying behaviour and strategies to prevent bullying. The pupils on this committee are supported and encouraged to offer advice and support to younger pupils
- In addition to the Anti-Bullying Committee there are also a Middle Cumnor Care Committee and a Junior Cumnor Care Committee who meet with their Head of Year on a weekly basis
- We provide leadership training to our Head Boy and Head Girl which specifically covers the importance of offering support and assistance to younger and to vulnerable pupils
- Although we have never had initiation ceremonies designed to cause pain, anxiety or humiliation at Cumnor, the pupils are aware that such ceremonies are forbidden
- We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our pupils
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures
- Parents can also call the Kidscape Parent Advice Line on 020 78235430

CYBERBULLYING – DEFINITION

Mr Bill Belsey, the creator of the web site: <http://www.cyberbullying.org/> defined this unpleasant phenomenon in the following terms:

"Cyberbullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others."

Cyberbullying can involve Social Networking Sites, like **Instagram**, **Snapchat**, **TikTok** and Facebook. It can also involve gaming as well as emails and mobile phones, used for SMS messages and as cameras.

CYBERBULLYING – PREVENTATIVE MEASURES

In addition to the preventative measures described above, Cumnor House Sussex:

- Expects all pupils to adhere to its charter for the safe use of the internet. Certain sites are blocked by our filtering system and our IT Department monitors pupils' use of the internet
- May impose sanctions for the misuse, or attempted misuse of the internet

- Issues all boarding pupils with their own personal school email address. Access to sites such as “hotmail” is not allowed
- Adheres to the CEOP guidelines regarding E-teaching and the internet
- Offers guidance on the safe use of social networking sites and cyberbullying in PSHE and which covers blocking, reporting and removing contacts from “buddy” lists
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe
- In addition mobile phones are not permitted during the school day. However, both day and boarding pupils have access to a land line telephone. Boarding pupils, who may leave their phones with the Houseparents, may use their mobile phones on request during boarding hours. The use of cameras on mobile phones is not allowed in washing and changing areas or in the bedrooms of dormitories
- Use of Ipads and laptops is monitored and the pupils and parents sign a user agreement
- The Staff at Cumnor are aware of their “Prevent Duty” and protect children from the risk of radicalisation and extremism
- Pupils have specific online safety education using Education for the Connected World and Internet ‘Internet Legends’ as a scheme of work in their IT lessons
- Staff are aware of the risk of “Sexting” and the school’s policy and procedures on “Sexting”. Pupils are made aware of the dangers and consequences of posting images and videos online through PSHEE, #iWonder programme and internet safety seminars.

Further details, including Cumnor House School’s charter on the use of the internet, are given in our Policy on Pupils’ use of ICT, Mobile Phones and other electronic devices.

Remote Learning

There may be times when children need to use personal or school, digital devices to access learning online, from home. School safeguarding procedures still apply and online behaviour is monitored closely. The school’s Remote Learning Policy, is available on the school website.

PROCEDURES FOR DEALING WITH REPORTED BULLYING

See Appendix 2

If an incident of bullying is reported, the following procedures are adopted:

- The member of staff to whom it was reported or who first discovers the situation, will control the situation, reassure and support the pupils involved and ensure their immediate safety and wellbeing is addressed
- The children are told the matter will be taken seriously and will be dealt with immediately
- He/she will inform the Assistant Head as soon as possible (the Assistant Head will make the DSL aware of the situation or in their absence the Deputy DSL)
- The member of staff will calmly explain the range of disciplinary measures that are potentially involved. Disciplinary sanctions will reflect the seriousness of the incident. Suspension or exclusion may be necessary in cases of severe and persistent bullying
- The victim will be interviewed on his/her own and asked to write an account of events
- The bully, together with all others who were involved, will be interviewed individually and asked to write an immediate account of events
- The incident should be recorded in each child's individual iSams file
- The Headmaster, DSLs, Assistant Head Pastoral (DDSL), Tutor, Form Teacher, Houseparents (if appropriate) should be informed at each stage. In the Pre-Prep/EYFS the Head of Pre-Prep should be notified
- The victim will be interviewed at a later stage by a member of the pastoral team, separately from the alleged perpetrator. It will be made clear to him/her why revenge/retaliation is inappropriate. Ongoing support and counselling for the individual being bullied will be provided, including support from external services where appropriate
- The alleged bully will be interviewed at a later stage by a member of the pastoral team, separately from the victim, and it will be made clear why his/her behaviour was inappropriate and caused distress. He/she will be offered guidance on modifying his or her behaviour, together with any appropriate disciplinary sanctions in accordance with the school's Positive Behaviour Policy
- Staff involved consider the motivation behind the bullying behaviour and establish what further support and/or counselling, including support from external services, are required to rectify behaviour and tackle any underlying issues which contributed to the behaviour. If these considerations lead to any concerns that the bully may be at risk of harm, the School's Safeguarding and Child Protection procedures will be followed
- An apology should be obtained from bully/ies to victim
- The parents/guardians of all parties will be informed and invited into school to discuss the matter. Their support should be sought
- The Chair of Governors will be informed of serious incidents, where the incident led to parents being notified
- A way forward, including disciplinary sanctions and counselling, should be agreed. This should recognise that suitable support is needed both for children who are being bullied and for pupils who bully others, as well as dealing with appropriate disciplinary measures. The Cumnor House Sussex "team around the child" framework will be used to support this. This framework is available on request from the school office
- A meeting involving all the parties, with close staff supervision, could be helpful in developing a strategy for all concerned to close the episode
- Monitoring and reviewing cases of bullying is essential

Guidance for Parents

Children who are being bullied are often too frightened to tell others.

- Encourage your child to speak openly by asking them directly about any problems which are making them unhappy, explaining you are concerned and want to help and support them
- Listen and try to provide an open, non-judgemental environment for children to talk about their problem
- Reassure your child that you will help them sort out the problem
- Suggest your child speak to his/her teacher or other member of staff
- Contact your child's form teacher or Tutor to discuss concerns
- Avoid an angry or emotional response
- Contact the school straight away if behaviour is on-going and appears unresolved

Anti-Bullying Initiatives

We can help reduce the risk of bullying and raise awareness of all parties through the following:

Encouraging Self-Esteem:

- Reassuring the child that they are loved
- That the bullying is not their fault
- They have a right to be safe and happy
- Listening carefully to them
- Give them responsibility to help make them feel valued
- Encourage them to do things they are good at
- Encourage them to play with others if they feel isolated
- Praise and celebrate their achievements
- Advise their parents to try to reassure their child and be positive that the situation will be resolved
- Talk to them about their online behaviour and netiquette
- Talk to them about their behaviour and language whilst gaming with friends
- Ensure that they are using age appropriate games, social networking sites and platforms and that they are using devices in open areas of the home

See Appendix 3 for guidance to pupils

Implementing Classroom Strategies:

- iSpace Wellbeing lessons with the teacher as facilitator encouraging the children to raise issues and talk about them
- Raising awareness of bullying and behaviour as an issue through e.g. discussion, brain storming, role-play, drama, PSHEE (Cz/Wellbeing)

Implementing Whole School Strategies:

- All children in our school will be informed about bullying through assemblies, iSpace wellbeing curriculum, Online-Safety and PSHEE and made aware of the effect it has on others. They will be made aware that they must tell an adult if they or someone else is being bullied and that this is not telling tales
- Ensuring adequate supervision at all times, staff code of conduct
- All staff to be aware and watch for early signs of distress in pupils
- Whole school agreement, clarity of approach, strong home/school links
- Assemblies, anti-bullying week
- ABC and Cumnor Care Committees
- Head Girl, Head Boy, House Captains and boarding representatives

- Celebrating success e.g. House Points and Cumnor Credits
- All new staff take part in an induction programme which makes them aware of the anti-bullying policy and emphasises the importance of identifying and reporting any bullying incident
- Raising awareness of staff through staff meetings and INSET

Preventing Cyber Bullying:

- Expect pupils to adhere to our charter for safe use of the internet (See Use of ICT, mobile phones and electronic devices policy)
- Guidance is offered to pupils in PSHEE/iSpace Wellbeing Curriculum/#iWonder and Wellbeing curriculum on safe use of social networking sites and dealing with cyber bullying
- Mobile phones are not permitted during school hours. Boarders may use their mobile phone on request in the evening to call home. Mobile phones are not permitted in the dorms or areas where people may be getting changed
- Encourage children to keep passwords safe
- Encourage positive use of technology and responsible online behaviour
- Remind pupils to only post or write things online and in text messages that they would be happy for everyone to see
- Be alert to changes in behaviour after using ICT and advise pupils that evidence of cyber bullying should be saved
- Incidents may be reported to the service provider and in serious cases the police
- Incidents will be recorded by the relevant member of staff and investigated
- ICT acceptable use for staff and pupils
- Remind parents of their responsibilities regarding the responsible use of ICT by their children (via e.g. parent information meetings, Online-Safety meetings, newsletters etc.)
- CEOP reporting button and iSpace reporting icons

Disciplinary Action

Our key message will always be prevention, by teaching children that everyone in our school has the right to feel safe and happy and that bullying of any kind will not be tolerated. Exclusions (fixed term or permanent) are very serious options which may need to be discussed or considered in accordance with the school's Positive Behaviour Policy and Exclusion Policy.

Disciplinary action will be applied fairly, consistently and reasonably in accordance with the School Behaviour and Exclusion Policy, taking into account any Special Educational Needs or disabilities of the pupil and the needs of vulnerable pupils. In extreme cases, i.e. where a criminal offence has taken place, this may involve permanent exclusion and Cumnor House Sussex will also work with the police, when necessary and/or children's social care.

A bullying incident will be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.

RELATED CHILD PROTECTION POLICIES REQUIRED OF SCHOOLS

All policies refer to the whole school and Early Years Foundation Stage policies. Together they form the “suite” of Child Protection policies that the Regulations require. In accordance with those Regulations, all of them should be available to parents on the school’s website and reviewed annually by Governors.

- Positive Behaviour Policy
- Special Education Needs (SEN) and Learning Difficulties Policy
- Disability Policy
- Discipline and Exclusions
- Equal Opportunities
- Guidance on the use of ICT, Mobile Phones and Other Electronic Devices
- Child Protection and Safeguarding Policy and Procedures
- Taking and storing of images on mobile phones or other electronic device
- Pupil Confidentiality Policy
- Whistleblowing Policy
- Welfare Policy
- Search Policy
- Missing Child
- Sexting Policy
- Search Policy
- Social Media Policy
- Boarding Handbook
- Data Protection Policy
- Record Keeping Policy
- Remote Learning Policy

Resources

- CEOP guidelines www.thinkuknow.co.uk
- The ISC for its publication: “ISC Child Health and Wellbeing Guidance Update Five: Bullying”
- www.cyberbullying.org and to the site’s Author, Mr Bill Belsey, whose definition of cyberbullying is quoted
- Bullying UK, Registered Charity No 1120 (www.bullying.co.uk)
- www.childnet-int.org
- Ipad pupil user agreement
- ANTI-BULLYING CAMPAIGN- www.bullying.co.uk 020 7378 1446 (Advice line for parents, children, teachers fact sheet, resource pack)
- KIDSCAPE- Bullying counsellor available (Monday-Friday, 10.00 – 4.00) Has a wide range of publications for young people, parents and teachers. 020 7730 3300 020 7730 7081 (fax) www.kidscape.org.uk
- CHILDLINE- Besides the free national helpline for children, has a leaflet for parents: ‘Bullying – what can parents do?’, and a leaflet for children: ‘Bullying and how to beat it’. 020 7650 3200 020 650 3201 (fax) 0800 1111 (helpline) www.childline.org.uk
- National helpline for parents 0808 800 2222 (Monday-Friday 9 – 9; Saturday 9.30-5; Sunday 10-3) 020 7284 8370 www.parentlineplus.org.uk
- NSPCC Weston House, 42 Curtain Rd., London EC2A 3NH 020 7825 2500 020 7825 2525 (fax) www.nspcc

Bullying is a form of peer on peer abuse it is repeated behaviour over time with the intention to harm/hurt another person or persons. It can be:

- *Emotional (indirect bullying) including isolation of others by a refusal to co-operate with them and exclusion* - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), deliberately excluding from social groups or an activity by refusal to sit next to/ talk to/ work/ co-operate with others and refusal to follow staff instructions to do the above, or malicious rumours, e-mails or text messages, and also exclusion from play/discussions etc. with those whom they believe to be their friends.
- *Physical harm or its threat including the abuse of personal property* – jostling, serious fighting, pushing, kicking, hitting, taking or hiding belongings, punching or any use of violence; deliberately destroying or damaging work or possessions or removing personal property, use of weapons/threatening use of weapon (or any object which could be used as a weapon), intimidation through physical gestures and actions.
- *Cyber* – Cyber bullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others. Cyber bullying includes, but is not limited to, social networking sites, internet and intranet sites, email, instant messaging, by mobile phone including through text messages and phone calls, photographs both real and manipulated and so on.
- *Racist* - Bullying directed at individuals of a certain race, culture, ethnicity, language, faith, community, national origin or national status. The distinctive feature of racist bullying is that the victim is attacked not as an individual but as the representative of a family, community or group. This is an area where schools are required to keep statistics about incidents.
- *Cultural* – focusing on and/or playing off perceived cultural differences or similar.
- *Sexist* – covers a wide range of behaviour from name calling to physical sexual assault. It is the use of sexual language or negative stereotyping on the basis of gender.
- *Sexual* - is unwanted or inappropriate physical contact or sexual innuendo.
- *Homophobic* - This is bullying which is directed towards people who are gay, lesbian, bisexual, are perceived as gay, and transgender (LGBT pupils) or show characteristics. Heterosexual young people subject to homophobic bullying are less reluctant to report it as this may enforce the stereotypical way that they are already viewed by others so sensitivity and positive support is required for victims.
- *Perceived Status* – This is bullying that can be related but not limited to grade level, physical size, appearance and economic status.
- *Religious* – Attacking faith, belief, religious practice or custom.
- *Special Educational Needs and Disability* – (as defined in the Equality Act 2010), remarking upon, drawing attention to, or discriminating against persons with physical disabilities or learning difficulties or other identified special educational needs such as emotional and behavioural disabilities (EBD) and Specific Learning Difficulties (SLD) - (Dyslexia, Dyscalculia and Dyspraxia).
- *Verbal* - name-calling, sarcasm, spreading rumours, making snide comments, teasing, humiliating others, threatening others, inciting others to humiliate and threaten others and
- *Written* – spreading rumours, writing, printing unkind or malicious things on paper or excluding someone from social groups.

Appendix 2

The structure of the monitoring and reviewing system at Cumnor is:

Stage 1	Immediate Action	Follow Up Action	Outcome
Initial complaint	Stop, listen, document and report to Assistant Head and FL or in the Pre-Prep the Head of Pre-Prep	Interviews with bully and bullied child- May involve: Head (DDSL), (DSL) or Assistant Head (DDSL), Head of Pre-Prep	Contact with parents of all children concerned- Head Punishment enforced- Head or in the Pre-Prep Head of Pre-Prep

Stage 2	Immediate action	Follow up action	Outcome
Day after incident	Follow up by junior form taker/tutor Tutorial with bully Tutorial with bullied child Check for any repercussions Follow up with Form teacher and head of Pre-Prep in (Pre-Prep)	Document in each child's MyConcern record Report to Assistant Head or Head of Pre-Prep in Pre-Prep. DSL or deputy if safeguarding concern and child is at immediate risk or likely to be at significant risk	10 day post initial complaint- Assistant Head//Head of Pre-Prep to follow up with the bullied Child and their parents Assistant Head/Head of Pre-Prep to follow up with the bully and their parents Appropriate action will be implemented according to each individual's needs "Team around the child" framework

Stage 3	Immediate action	Follow up action	Outcome
Three weeks later	Junior form taker/tutor to meet Assistant Head/Head of Pre-Prep discuss Document in each child's MyConcern record	Report to DSL or deputy DSL	Appropriate action will be implemented according to each individual's needs

Stage 4	Immediate action	Follow up action	Outcome
Each half term	Contact with the parents of the bullied child and the parents of the bully Head (DSL) Assistant Head (DDSL) Head of Pre-Prep	Document in each child's MyConcern record	Appropriate action will be implemented according to each individual's needs

Stage 5	Immediate action	Follow up action	Outcome
Start of each term/each new academic	Remind staff to be aware of potential issues	Pastoral Meetings	Appropriate action will be implemented according to each individual's needs

Appendix 3

Advice Sheet for pupils who are being bullied - Remember bullies thrive on silence

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

Advice Sheet for pupils who see someone being bullied

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

Advice for pupils who are using bullying behaviour

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

Remember we are a 'TELLING SCHOOL'. Bullying in any form will not be tolerated

ANTI-BULLYING (School Poster)

A Whole-School policy including the EYFS

What is bullying?

It is a form of peer on peer abuse and can include the use of words or actions on more than one occasion that are intended to hurt.

Who are bullies?

Bullies exclude people and encourage others to do the same:

- a) They leave people out of games, they refuse to share a book or a seat and won't lend a pencil, etc.
- b) They deliberately ignore someone and encourage others to behave like them.
- c) They often encourage others to do their bullying for them: they have the idea but don't want to get into trouble.
- d) Bullies act in groups as well as on their own.
- e) Peer on peer abuse can occur when a person under the age of 19 years experiences harm within relationships. It can be within a family, a peer group or a boyfriend/girlfriend relationship. It also includes physical violence between peers under the age of 19 years.

What actions count as bullying?

Physical:	Arm-twisting, Beating, Hitting, Kicking, Frightening Pulling hair Pushing Tripping Excluding Ganging-up Upskirting (taking photos under someone's clothes to humiliate them is a crime)
Verbal:	Unpleasant name-calling Rude remarks Threatening Shouting Teasing Telling false tales
Taunting:	Shape Looks Banter Intelligence Skills Colour Nationality Unpleasant messages to e-mails or social networks like facebook Using images/photographs to embarrass or harass others

You are also a bully if you stand by and watch someone in trouble.

Hiding someone's belongings deliberately to get him/her into trouble can also be a form of bullying.

Who should I tell?

Anyone you trust
Senior pupils
Your form teacher, The Housemaster or Housemother, Your Tutor
The Deputy Headmaster and Assistant Head Pastoral (Deputy Designated Safeguarding Lead)
The Headmaster (Deputy Safeguarding Lead)
Mrs Talman (Director of Compliance, Health & Welfare, Designated Safeguarding Lead)
School Matrons
The School Doctor and Nursing Assistants
Your Parents

Remember:

No one deserves to be bullied. Think before you say or do something unpleasant ... you don't want to be labelled a bully, do you?

Everybody must be on the lookout for bullies and bullying. We can only prevent it if **YOU help.**

....SUPPORT...RESPECT...COMFORT