



# CHURCHER'S COLLEGE

## **ANTI-BULLYING POLICY**

---

SENIOR SCHOOL

September 2024

## ANTI-BULLYING POLICY

<b>Contents</b>	<b>Page</b>
1. Introduction	3
2. Aims	3
3. Definitions	4
4. The impact of bullying	5
5. Responsibilities	5
6. Support for vulnerable pupils	6
7. Sources of help, support and advice	7
8. Bullying – what the pupil can do	7
9. Responses to bullying incidents	8
10. Sanctions and support	9
11. Monitoring	10
12. Policy on Cyberbullying	11
Appendix 1 Checklist – immediate responses to bullying	15

<b>Authorised by</b>	Deputy Head (Pastoral)
----------------------	------------------------

<b>Date</b>	September 2024
-------------	----------------

<b>Date of next review</b>	September 2025 or earlier as required
----------------------------	---------------------------------------

<b>Status</b>	Complies with <i>The Education (Independent School Standards) Regulations 2014 (SI 2014/3283)</i>
---------------	---

## 1 Introduction

1.1 This policy relates to all children at Churcher's College Senior School. Throughout this document, the terms "the School" and "Churcher's College" refer to Churcher's College Senior School.

1.2 This policy follows the guidelines outlined in the non-statutory DfE advice '*Preventing and Tackling Bullying*' (July 2017) and '*Cyberbullying: Advice for headteachers and school staff*' (2014). It also reflects the guidance in '*Keeping Children Safe in Education*' (September 2024).

### 1.3 Related policies

The following policies, procedures and resource materials are also relevant to the School's anti-bullying policy:

- (a) Behaviour, Rewards and Sanctions Policy
- (b) Child Protection and Safeguarding Policy and Procedures
- (c) Acceptable Use Policy for Pupils
- (d) Online Safety Policy
- (e) Whistleblowing Policy
- (f) General Aims and Philosophy of the School
- (g) Educational/External Visits Policy
- (h) Exclusion Policy
- (i) Equal Opportunities Policy
- (j) Youth Produced Sexual Imagery Policy

These policies, procedures and resource materials are available to staff on the School's intranet and hard copies are available on request.

## 2 Aims

2.1 As made clear in our General Aims and Philosophy of the School and our Behaviour, Rewards and Sanctions Policy, Churcher's College is committed to being a welcoming and friendly community where unkindness and bullying have no place. We aim to encourage pupils to respect one another and to be helpful and tolerant in their approach. It follows that bullying should have no place here.

2.2 Throughout our programme of PSHE, within the School Rules and Code of Conduct we endeavour to be proactive in developing a culture of kindness within the School. There is a focus on:

- Personal integrity and mutual tolerance

- Being honest, truthful, courteous and co-operative
- Never hurting anyone else; either with words or blows
- Respecting other people and their property.

### 3 Definitions

#### 3.1 Bullying includes:

- 3.1.1 Behaviour by any pupil, which may be a single incident or repeated over time and which intentionally hurts, threatens, frightens, humiliates or undermines another pupil or group.
- 3.1.2 It can take the form of physical assault, verbal abuse, emotional distress or Cyberbullying; such as the sending of hurtful e-mails or text messages and the use of social networking sites to victimise others – see the policy on Cyberbullying below.
- 3.1.3 Prejudice-based and discriminatory bullying. It may involve victimising and/or humiliating someone on account of a protected characteristic (as defined in the Equality Act 2010) such as age, disability, gender reassignment, race, religion or belief, sex or sexual orientation. It may also be on account of their nationality or culture, Special Educational Need or Disability (SEND) or because a child is adopted or is a carer.
- 3.1.4 In addition, the abuse of property, or the deliberate isolation or exclusion of an individual is bullying behaviour.

- 3.2 Bullying on the basis of a protected characteristic is taken particularly seriously.
- 3.3 Bullying almost always involves a difference in power between the bully (or bullies) and the person being bullied. This is particularly so when the behaviour is directed towards someone who is younger, weaker (mentally or physically) or socially less competent or confident.
- 3.4 Not all bullying is deliberate or intended to hurt. Some individuals may see their hurtful conduct as "teasing" or "a game" or "for the good of" the other person. These forms of bullying are equally unacceptable but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions. A bully who does not respond appropriately to advice or sanctions would ultimately have to leave the School.
- 3.5 Any incident where bullying is suspected (or if there is reasonable cause to suspect a pupil is suffering or likely to suffer significant harm), will be considered as a potential safeguarding concern (**further details can be found in the Child Protection and Safeguarding Policy and Procedures**). If there is a safeguarding concern, the matter will be reported to the Designated Safeguarding Lead (DSL) for Child Protection. The DSL will ensure that both victim and perpetrator are dealt with in line with the

appropriate School policy. If there is a safeguarding issue, then the procedures in the Safeguarding policy will be followed.

- 3.6 In certain cases where bullying may be suspected, the School reserves the right to consult with the Police prior to any School investigation being conducted, so as not to jeopardise statutory investigations. Any case where suspected bullying has been reported will be managed in line with the school's Child Protection and Safeguarding Policy and Procedures.
- 3.7 The School reserves the right to report certain incidents of bullying to Children's Social Services. Some bullying behaviour may fall within the definitions of the legal offences of harassment or threatening behaviour. The School also reserves the right to report certain incidents of bullying to the Police, particularly where an assault would seem to have been committed.

#### **4 The impact of bullying**

- 4.1 Bullying is a very destructive action within a school community.
- 4.2 As well as the risk of physical injury it can affect a pupil's social, mental and emotional health and it may potentially cause serious and lasting psychological damage to the victim. The School recognises the potential for children with SEND or certain medical conditions to be disproportionately impacted by behaviours such as bullying without outwardly showing any signs.
- 4.3 It is destructive of the lifestyle of the pupils who witness it and may become learned behaviour to which they become habituated.
- 4.4 It is counterproductive for the bully that his or her behaviour is not checked. In life after school, bullying behaviour remains undesirable and can be a criminal offence. It is destructive of relationships in the workplace or the home. Bullies need to appreciate that their actions are wrong and have serious consequences.

#### **5 Responsibilities**

- 5.1 It is the responsibility of all members of our community to take action if they see, hear or suspect that bullying is taking place, or if they become aware that any member of the School community has been involved in bullying. This responsibility remains irrespective of whether it has occurred inside or outside of School. To remain silent is to condone the action of the bully; everyone has the right to live their life at school without being bullied.
- 5.2 Older pupils have a responsibility to keep an eye on isolated younger pupils, offer support to them and inform staff of their concern. Peer Mentors and Form Prefects, who work with younger pupils, have a key role to play. Experience suggests that the role of older pupils is an important element in the well-being of schools, not least in advising the teaching staff of the times and locations in school premises and grounds where bullying is likely to occur.
- 5.3 We encourage parents to work with the School in supporting their children in the decision to bring alleged incidents or allegations of bullying to the School's attention

irrespective of whether those incidents have happened within the School grounds or not. So as not to jeopardise or influence any investigations undertaken by the School, parents are asked to refrain from engaging in conversation with other parents about such matters.

- 5.4 Should a pupil be bullied, he/she is strongly encouraged to seek advice and help; the best thing to do in this situation is to seek support.
- 5.5 Should any pupil become aware that another is being bullied, there is a clear responsibility and duty to seek advice and help. Bullying does not go away if nothing is done about it.
- 5.6 PSHE lessons and the School's assembly programme deal with the topic of bullying and its impact. Pupils are encouraged to discuss bullying and recognise its harmful effects as well as to consider strategies that might be employed to help develop resilience and to cope with difficult times. In addition, our pupils are taught to understand and appreciate the differences between people and the importance of avoiding prejudice-based language.
- 5.7 Outside speakers are also used to reinforce the School's anti-bullying message. For example, 1st Year pupils attend a presentation in the autumn term by Robert Higgs entitled 'The Boy in the Photograph'. Such events utilise drama, stories and literature to make a powerful and lasting impression on the pupils.
- 5.8 Heads of House and Form Tutors seek to create a tolerant and respectful community within their House and within the School more widely. They do this both through formal and informal contact, and will discuss concerns at their meetings with the pupils in their care.
- 5.9 Staff and pupils, particularly older ones, such as Prefects, have a key role in promoting good behaviour and combatting bullying by offering a good example and rewarding and celebrating success **(for more detail see Behaviour, Rewards and Sanctions Policy)**.
- 5.10 Staff training about issues concerning bullying features within the established pattern of In Service Education and Training (INSET). As part of their induction training programme, new staff are given guidance on the School's pastoral structure, behaviour management and anti-bullying policy.
- 5.11 Teaching staff, support staff, Prefects and "volunteer" parents (eg OSCA, DofE etc) contribute to a suitably deployed supervisory presence around the School.
- 5.12 All staff are asked to be vigilant and to be willing to take appropriate action if they suspect that a pupil is being bullied.

## 6 Support for vulnerable pupils

- 6.1 School staff should support all pupils who are bullied. This means being alert to the effect any form of bullying can have and especially alert to where it may have a severe impact.

- 6.2 Staff should also be aware that some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves eg. those with special educational needs or disabilities or with certain medical or physical health conditions. These young people may also need greater support to deal with the impact of bullying. Children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all.

## **7 Sources of help, support and advice**

- 7.1 At Churcher's there are plenty of people to whom pupils may turn for support and guidance on any issue about which they feel concern:

- The Head of House and Form/Personal Tutor
- Senior Teacher (Wellbeing, Inclusion and Safeguarding)
- Senior Teacher (Pastoral)
- Peer Mentors and Form Prefects
- Parents, siblings and friends
- The School's Chaplains
- The School's Nurses, and through them the School Doctor
- The School Counsellor

- 7.2 The Senior School has an online reporting system through which pupils can raise concerns, including the option to do so anonymously.

- 7.3 As previously stated, it is the responsibility of all members of the community to take action if they see bullying taking place. Bullying and unacceptable behaviour will not be tolerated and every individual has a responsibility to report any incident that gives them cause for concern. The School is committed to providing a nurturing, safe and happy environment where all pupils can flourish and as such reporting of incidents and where necessary, Whistleblowing is encouraged (**see Whistleblowing Policy**).

## **8 Bullying – what the pupil can do**

The following guidance is offered to our pupils within the School Calendar.

- Treat those around you with respect and consideration
- If you are bullied don't over react and don't let the bully see you are upset; but you must tell someone
- Tell anyone you can trust – a friend, an older pupil in the School, your parents, your Form Tutor or any member of staff

- Trust the School to deal with the matter sympathetically once you have reported it. Never be afraid that something will happen to you if you seek help
- Never be embarrassed to tell someone if you are being 'got at' in any way. It is not your fault. Always remember it is the bully who is inadequate and he or she needs help as much as you do
- Tell someone if you know of anyone who is being made miserable by bullying
- Remember that bullies continue if they get away with it. If you do nothing when you know about bullying you are condoning it and allowing it to carry on

## 9 Responses to bullying incidents

- 9.1 A checklist for providing an immediate response to bullying as a more serious form of unacceptable behaviour is given in **Appendix 1**.
- 9.2 All members of staff are expected to be vigilant in ensuring that instances of bullying are dealt with as soon as they are witnessed or reported; this includes Cyberbullying and bullying outside School.
- 9.3 While there may be little or no physical bullying, staff should be aware that verbal intimidation, ostracism, sexist or racist behaviour is just as distressing for the victim. It is important to be aware of the sensitivities of particular groups and behaviour which could be construed as offensive to them should not be tolerated.
- 9.4 Unacceptable behaviour will be reported immediately to the Head of House of the victim and the offender. If there is physical injury, the incident will also be reported to the School Nurses. Each pupil has a Form Tutor who will also be informed of the incident.
- 9.5 The Deputy Head (Pastoral) will be informed about the incident by the relevant Head of House. The Deputy Head (Pastoral) will then liaise with the teacher who initially reported the incident.
- 9.6 Where bullying is reported to a member of staff, the teacher should
- Find an appropriate place to listen to the child and take any allegations seriously
  - Reassure the victim, who may feel that they are in some way to blame
  - Avoid asking leading questions which might prejudice any later legal action that could become necessary
  - While undertaking to deal with the matter discreetly, avoid giving any guarantee of confidentiality in case matters need to go further
  - Make brief notes about what was said as soon as possible after the meeting
  - Pass on the relevant details to the pupil's Head of House
- 9.7 The Head of House and/or Deputy Head (Pastoral) will take responsibility for continuing investigations of any reported incidents:



- Pupils are interviewed in order to ascertain what happened
- Written statements may be required from all parties involved, signed and dated
- The pupils involved (both bully and bullied) may be brought together with a member of staff present to try to talk it through, with the aim of apology and reconciliation, if this is appropriate
- Clear guidelines for future behaviour are issued to both parties and a code of conduct agreed. Pupils should know that the situation will be monitored and know of consequences for the bully if bullying continues. The sanctions which might be applied are set out below and in the School's **Behaviour, Rewards and Sanctions Policy**
- Parents of bully and bullied should be kept informed, where necessary, at appropriate times during an investigation
- Form Tutors/Class Teachers/Heads of House monitor the situation
- If no improvement is seen, then the Deputy Head (Pastoral) implements further sanctions
- A pupil who persistently makes life unhappy for others will be referred to the Headmaster and may face suspension from School or being asked to leave the School in extreme cases

## 10 Sanctions and support

- 10.1 Sanctions applied and management approaches adopted will depend on the seriousness of an incident and will be more severe for repeated offences. The full range of sanctions that are available to the School may be used in dealing with pupils who have been involved in bullying.
- 10.2 Given that bullying can have a serious detrimental effect on the pupil being bullied and on the school community more widely, it should be recognised that a pupil may face exclusion for bullying and that this serious punishment can be applied even to a first occurrence and irrespective of the pupil's school record. Sometimes, in less serious cases, those involved in the bullying of others may be able to recover their position within the school community.
- 10.3 As stated at 3.5 above, any incident where bullying is suspected (or if there is reasonable cause to suspect a pupil is suffering or likely to suffer significant harm), will be considered as a potential safeguarding concern (**see Child Protection and Safeguarding Policy and Procedures**). If there is a safeguarding concern, the matter will be reported to the Designated Safeguarding Lead (DSL) for Child Protection. The DSL will ensure that both victim and perpetrator are dealt with in line with the appropriate School policy. If there is a safeguarding issue, then the procedures in the Safeguarding policy will be followed.
- 10.4 The School will offer and provide support to both the alleged perpetrator and alleged victim of the bullying. The School will ensure that adequate provision is made for a

child's short term needs, including setting out what actions they are taking when bullying has had a serious impact on a child's ability to learn. If the bullying leads to persistent, long-lasting difficulties that cause the pupil to have significantly greater difficulty in learning than the majority of those of the same age, then the School will consider whether the child will benefit from being assessed for SEN.

- 10.5 All sanctions imposed should be proportional to the circumstances of the case and the pupil's age (**see Behaviour, Rewards and Sanctions Policy**). In assessing the proportionate nature of the sanction, due regard should be made to the offence committed, the age and gender of the pupil, any religious requirements affecting the pupil or SEND concerns that they may have. Adjustments may be made where a pupil with a SEND is involved. Where the pupil's needs warrant it appropriate, the School's Head of Curriculum Support will be consulted by the Deputy Head (Pastoral) to ensure the sanction is appropriate.
- 10.6 The relevant Head of House or, if appropriate, the Deputy Head (Pastoral) will (via telephone and/or e-mail communication) keep parents of those involved informed about bullying incidents.
- 10.7 **Minor incidents:** Records of minor incidents and any disciplinary sanctions imposed are kept by the relevant Head of House to evaluate the effectiveness of the approach adopted, to enable the identification of any patterns in bullying activity and enable remedial actions to be taken where necessary.
- 10.8 **Serious incidents:** Records of serious incidents and the disciplinary sanctions imposed are kept by the Deputy Head (Pastoral) to evaluate the effectiveness of the approach adopted, to enable the identification of any patterns in bullying activity and enable remedial actions to be taken where necessary. This record is reviewed half-terminally at the Full Heads of House Meeting chaired by the Headmaster. Incidents of serious bullying, resulting in suspension or exclusion, will be reported by the Headmaster to the Governing Body.
- 10.9 If a bullying incident is based on a protected characteristic, this will be made clear in the School's records.
- 10.10 At a more informal level, all incidents of bullying, or alleged bullying, are discussed and reviewed at the weekly pastoral meeting attended by the Deputy Head (Academic), Head of Sixth Form, Senior Teacher (Pastoral), Senior Teacher (Wellbeing, Inclusion and Safeguarding), Heads of House, 5<sup>th</sup> Year Pastoral Co-ordinator, Head of PSHE, Head of Curriculum Support, Assistant Heads of House and the School Nurses. The meeting is chaired by the Deputy Head (Pastoral).

## 11 Monitoring

In the case of a bullying incident it is imperative that the position should be monitored for as long as necessary thereafter. Action may include:

- sharing information with some or all colleagues, and with pupils in the Form/House/year group so that they may be alert to the need to monitor certain pupils closely;

- on-going counselling and support;
- vigilance;
- mentioning the incident at meetings of staff;
- reviewing vulnerable individuals and areas of the School;
- liaison between Heads of House and the Deputy Head (Pastoral).

## 12 Policy on Cyberbullying

12.1 This policy should be read in conjunction with the School's Online Safety Policy and Acceptable Use Policy for Pupils. It is necessary for pupils to read, understand and acknowledge the Acceptable Use Policy for Pupils which can be found in the e-safety area on Firefly. In addition, the School's rules regarding the use of mobile phones on the School site (see the School Rules at the front of the Calendar and the Mobile Phone Policy), are relevant to this policy.

12.2 **Definition:** Cyberbullying is the use of Information and Communications Technology (ICT), particularly mobile devices or social networking sites on the Internet, deliberately to upset someone else. Examples of such behaviour include:

- (a) Setting up website pages and inviting others to post derogatory comments about a pupil;
- (b) Filming incidents and circulating the film clips via mobile phones or on line;
- (c) Sending insulting or vicious messages by text, messaging apps such as Snapchat and WhatsApp or e-mail, including the spreading of malicious rumours about another pupil(s);
- (d) Posting fake and/or obscene photographs of another pupil on social networking sites;
- (e) Hacking into social networking sites and removing and circulating material which may be embarrassing or personal;
- (f) Fraping: hijacking and changing the details on someone's Facebook page (or other social media site), when they leave it open and vulnerable, or setting up fake profile sites to impersonate and insult someone via social media sites such as Twitter or Facebook.

12.3 **The Impact of Cyberbullying:** Cyberbullying is a particularly destructive aspect of bullying and is recognised as posing significant risk to the welfare of children. Current research into the extent of Cyberbullying indicates that it is a feature of many young people's lives. Cyberbullying can have a seriously detrimental impact on a victim for a number of reasons:

- (a) The sense of invasion of an individual's home and personal space.
- (b) The anonymity, at least initially, of the bully.

- (c) The ability to broadcast upsetting messages and/or images rapidly to a potentially huge audience, and to continue to do so repeatedly over a long period of time.
  - (d) The inclusion of other pupils in the network of circulation who might not normally participate in bullying activity. This can happen, for example, when a recipient of a phone message passes it on to others.
- 12.4 As with other forms of bullying, some Cyberbullying is clearly deliberate and aggressive. However, it is important to recognise that other incidents can be 'unintentional' and the result of a lack of thought and poor judgment by a pupil regarding the consequences of their actions. What may be sent as a joke may not be received as one, and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver. There is also less opportunity for either party to resolve any misunderstanding directly or to feel empathy.
- 12.5 At Churcher's College we are committed to raising the awareness of all members of the School community, including the parental body, to the dangers associated with Cyberbullying. Pupils, for example through the PSHE programme of study, the assembly programme and the KS3 Computing curriculum, are regularly reminded of the fact that such activity can have severe and distressing consequences and that any form of participation will not be tolerated. The School aims to run an annual Cybersafety presentation given by CEOP (Child Exploitation and Online Protection Centre), which parents are invited to attend. Part of this presentation deals with the issue of Cyberbullying.
- 12.6 The School has a duty to safeguard the welfare of the young people entrusted to its care (**see Child Protection and Safeguarding Policy and Procedures**). A key part of the School's ethos states that we encourage our pupils 'to respect one another and to be helpful and tolerant in their approach'. Cyberbullying plainly runs counter to this and all pupils should be aware that:
- In line with the Education Act 2011, the School reserves the right to monitor their use of the Internet and to examine mobile devices where there is reason to suspect abuse.
  - Pupils will be held responsible for all material that they place on a website and for material that is placed on a website of which they are the account holder.
  - Whilst we would expect parents to play the main role in dealing with any out of School incidents, misconduct of this type outside the School remains subject to School discipline if the welfare of other pupils or the culture and reputation of the School are placed at risk.
  - Sanctions may include, for example, confiscation of mobile phones, Smartwatches and restrictions on the use of the Internet.

**12.7 Pupils can keep safe online and help to prevent cyberbullying by:**

- 12.7.1 Using the Internet and other aspects of ICT in responsible ways and for educational purposes (**see Acceptable Use Policy for Pupils**).
- 12.7.2 Keeping their log-in details and passwords confidential and regularly changing their password. Always choose hard to guess passwords with symbols or numbers, which makes it harder for others to hack into their account.
- 12.7.3 Not hacking into, or attempting to hack into, other pupils' sites or areas of the web that are normally closed to them.
- 12.7.4 Remembering that anything they place on technology can be made public within seconds. They have very little control over this. Nothing is guaranteed to stay private. Whatever they send to others can travel worldwide and could stay online forever. University admissions officers and future employers may be able to view messages, films and photos posted years before.
- 12.7.5 Being careful what they say online or in text messages. It is easy to upset someone by not reading carefully what you have written before pressing the SEND key. Being careful what images they send.
- 12.7.6 If a pupil receives a nasty or rude message about someone, or a photo of them, they should not forward it to anyone. Doing this means they will be taking part in the bullying and could even be breaking the law.
- 12.7.7 Only giving their mobile number, personal email address and/or social media details to loyal friends whom they trust completely. Pupils should remember that some people change friends often, especially in the early teenage years.
- 12.7.8 Choosing the highest security settings on internet sites; not relying on default settings.
- 12.7.9 Using websites and services that allow users to block someone who is behaving badly or bullying, and using the blocking facility. Using websites and services that allow users to report someone who is bullying.
- 12.7.10 If a pupil sees Cyberbullying taking place they should support the victim and report the bully. Bullies get away with bad behaviour if no one tells.

**12.8 If a pupil is the victim of Cyberbullying, he or she should:**

- 12.8.1 Inform their Head of House and/or Form Tutor about this as soon as possible
- 12.8.2 Preserve evidence, e.g. texts, messages, e-mails or images, rather than delete them. Evidence will be needed by School, internet service providers and mobile phone companies. If the Cyberbullying breaks the law, the evidence may be needed by the police for an investigation.
- 12.8.3 Not reply to bullying messages or retaliate by sending unpleasant messages back.
- 12.8.4 Use the blocking and reporting facilities of the website.

- 12.8.5 If necessary, change their contact details such as their instant messaging identity or mobile number.
- 12.8.6 Note that internet service providers will remove text or photos only if they break the law or the company's own terms and conditions.
- 12.9 Where Cyberbullying is reported to a member of staff, the teacher should follow the procedure for dealing with bullying incidents as set out at paragraph 9.6 of this policy.
- 12.10 The invasiveness of Cyberbullying and the size of the audience can be important factors when considering the School's response to such activity. The very nature of cyberbullying can also yield a clear trail of evidence that other forms of bullying do not. In addition to text messages or e-mails that may be retained by the victim, mobile phone companies, internet service providers and social network sites can also provide supporting material and evidence.
- 12.11 **Sanctions:** The School regards incidents of Cyberbullying as it does bullying in any other form and this policy will be applied in the same way. The full range of sanctions that are available to the school may be used in dealing with pupils who have been involved in Cyberbullying. Please see paragraph 10 above for further details.
- 12.12 In conjunction with disciplinary sanctions, there are a range of other strategies that can be used to combat Cyberbullying. These include:
- Engaging with parents promptly when issues of Cyberbullying come to light;
  - Development of roles that pupils can play, such as Peer Mentors;
  - School Counsellor; and
  - Restorative justice approaches which hold pupils to account for their behaviour and engage with them to agree actions to be taken to repair the harm caused.
- 12.13 **Further guidance and resources**
- 12.13.1 Information for pupils about what to do if they are experiencing Cyberbullying is displayed around the School, including contact details for the School Counsellor and other organisations that can help.
- 12.13.3 The DfE has published the advice note '*Advice for Parents and Carers on Cyberbullying*' (November 2014). This can be found at:
- <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- 12.13.4 The following organisations also provide information and advice on cyberbullying:
- Childnet International – [www.childnet.com](http://www.childnet.com)
- CEOP Education - <https://www.ceopeducation.co.uk/>

## APPENDIX 1

### CHECKLIST - IMMEDIATE RESPONSES TO BULLYING

#### If you come across bullying what can you do?

#### **1 First steps: do –**

- 1.1 Remain calm; you are in charge. Reacting emotionally may add to the bully's fun and give the bully control of the situation
- 1.2 Take the incident or report seriously
- 1.3 The pupils involved?
- 1.4 Reassure the victim(s); don't make them feel inadequate or foolish
- 1.5 Offer concrete help, advice and support to the victim(s)
- 1.6 Make it plain to the bully that you disapprove
- 1.7 Encourage the bully to see the victim's point of view
- 1.8 Punish the bully if you have to, but be very careful how you do this. Reacting aggressively or punitively gives the message that it's all right to bully if you have the power
- 1.9 Explain clearly the punishment and why it is being given

#### **2 Involving others: do-**

- 2.1 Inform the Form Tutor, Head of House and Deputy Head (Pastoral)
- 2.2 Inform colleagues if the incident arose out of a situation where everyone should be vigilant (e.g. unsupervised toilets)
- 2.3 Inform both sets of parents calmly, clearly and concisely; reassure both sets of parents that the incident will not linger on or be held against anyone. The Form Tutor or Head of House may choose to do this

#### **3 Final steps: do-**

- 3.1 Make sure the incident doesn't live on through reminders from you
- 3.2 Try to think ahead to prevent a recurrence of the incident, if you uncover the trigger factor

#### If you have to deal with bullying, what should you avoid?

#### **4 Don't-**

- 4.1 be over-protective and refuse to allow the victim to help him/herself
- 4.2 assume that the bully is bad through and through; try to look objectively at the behaviour, with the bully
- 4.3 keep the whole incident a secret because you have dealt with it

- 4.4 try to hide the incident from the parents of the victim or of the bully
- 4.5 call in the parents without having a constructive plan to offer either side