

# Anti-bullying Policy



COOMBE HOUSE  
SCHOOL

<b>Policy owner:</b>	Headteacher	<b>Adoption Date:</b> January 2023
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## 1 **Aims**

- 1.1 This is the anti-bullying policy of Coombe House School.
- 1.2 The aims of this policy are:
  - 1.2.1 To actively promote and safeguard the welfare of pupils and staff at the School.
  - 1.2.2 To maintain and drive a positive and supportive culture among all pupils and staff throughout the School.
  - 1.2.3 To prevent bullying, detect it when it occurs, and respond to it appropriately on a case-by-case basis.
  - 1.2.4 To help to promote a whole school culture of openness, safety, equality and protection from all forms of harm and abuse.
- 1.3 This policy forms part of the School's whole school approach to promoting child safeguarding and well-being, which seeks to ensure that the best interests of pupils underpins and is at the heart of all decisions, systems, processes and policies.

## 2 **Scope and application**

- 2.1 This policy applies to the whole School.
- 2.2 This policy applies at all times when the pupil is:
  - 2.2.1 In or at School (to include any period of remote provision).
  - 2.2.2 Representing the School or wearing School uniform.
  - 2.2.3 Travelling to or from School.
  - 2.2.4 On School-organised trips.
  - 2.2.5 Associated with the School at any time.
  - 2.2.6 In the care of the School or not and the School becomes aware of an incident of bullying.
- 2.3 This policy shall also apply to pupils at all times and places in circumstances where failing to apply this policy may:
  - 2.3.1 Affect the health, safety or well-being of a member of the School community or a member of the public.
  - 2.3.2 Have repercussions for the orderly running of the School.
  - 2.3.3 Bring the School into disrepute.
- 2.4 This policy is not designed to guide staff who feel they have been a victim of bullying, who should instead consult the Dignity at Work Policy, which is referred to in the staff Code of Conduct.

### 3 **Regulatory framework**

3.1 This policy has been prepared to meet the School's responsibilities under:

3.1.1 Education (Independent School Standards) Regulations 2014.

3.1.2 Education and Skills Act 2008.

3.1.3 Children Act 1989.

3.1.4 Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**).

3.1.5 Equality Act 2010.

3.2 This policy has regard to the following guidance and advice:

3.2.1 Keeping children safe in education (DfE, September 2024) (**KCSIE**).

3.2.2 Working together to safeguard children (HM Government February 2024) (**WTSC**).

3.2.3 Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government, May 2024).

3.2.4 Preventing and tackling bullying: advice for headteachers, staff and governing bodies (DfE, July 2017).

3.2.5 Cyberbullying: advice for headteachers and school staff (DfE, November 2014).

3.2.6 Sharing nudes and semi-nudes: advice for education settings working with children and young people (DCMS and UKCIS, Updated March 2024).

3.2.7 Searching, Screening and Confiscation: advice for schools (DfE, July 2022).

3.2.8 How we can stop prejudice-based bullying in schools? (Equality and Human Rights Commission)

3.2.9 Relationships education, relationships and sex education and health education guidance (DfE, June 2019, last updated September 2021).

3.3 The following School policies, procedures and resource materials are relevant to this policy:

3.3.1 Behaviour policy.

3.3.2 Risk Assessment procedure.

3.3.3 Online Safety procedure.

3.3.4 Safeguarding and Child Protection policy.

3.3.5 Complaints policy.

3.3.6 Sex and Relationships policy.

#### 4 **Responsibility statement and allocation of tasks**

4.1 The Board of Directors of the Company are the proprietor who has overall responsibility for all matters which are the subject of this policy.

4.2 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

<b>Task</b>	<b>Allocated to</b>	<b>When/frequency of review</b>
Keeping the policy up to date and compliant with the law and best practice	Headteacher	As required, and at least annually
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Headteacher	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, Parents / carers) to consider improvements to the School's processes under the policy	Headteacher	As required, and at least annually
Formal annual review	Headteacher, with any amendments for approval by the Board	Annually

#### 5 **Publication and availability**

5.1 This policy is to be published on the School website.

5.2 This policy is available in hard copy on request.

5.3 A copy of the policy is available for inspection from the school office during the School day.

5.4 This policy can be made available in large print or other accessible formats if required.

#### 6 **Definitions**

6.1 Where the following words or phrases are used in this policy:

6.1.1 References to the **Proprietor** are references to Dorset Centre of Excellence Limited.

6.1.2 References to the **Head** may include deputies or assistant heads.

## 7 **Bullying**

7.1 Bullying is always unacceptable and will not be dismissed as being normal or as "banter", "just having a laugh", "boys being boys" or simply "part of growing up". Bullying will not be tolerated by the School because:

7.1.1 It is harmful to the person who is bullied, to those who engage in bullying behaviour, and those who support them, and can in some cases lead to lasting psychological damage and even suicide.

7.1.2 It interferes with a pupil's right to enjoy their learning and leisure time free from intimidation.

7.1.3 It is contrary to all our aims and values, our internal culture and the reputation of the School.

7.2 There is no legal definition of bullying. However, according to the Department of Education, it is usually defined as behaviour that is:

7.2.1 Repeated, or has the potential to be repeated.

7.2.2 Intended to hurt someone either physically or emotionally.

7.2.3 Often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

According to the Department of Education, bullying can take many forms and can include: (but is not limited too)

7.2.4 Physical assault.

7.2.5 Teasing.

7.2.6 Making threats.

7.2.7 Name calling.

7.2.8 Cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger).

7.3 A further breakdown of some of the various types of bullying is described below:

7.3.1 **Physical:** hitting, kicking, pushing people around, spitting, shaking, biting, hair pulling or taking, damaging or hiding possessions.

7.3.2 **Verbal:** name-calling, gossiping, taunting, teasing, insulting, threatening or undermining, humiliating or demanding money.

7.3.3 **Non-verbal abuse:** hand signs or text messages (see also cyberbullying below).

7.3.4 **Emotional abuse:** controlling or manipulating someone, making silent, hoax or abusive calls.

- 7.3.5 **Exclusionary behaviour:** intimidating, isolating or excluding a person from a group.
- 7.3.6 **General unkindness:** microaggressions, constant criticism, spreading rumours or writing unkind notes, mobile phone texts or emails.
- 7.3.7 **Initiation / hazing type behaviour:** rituals which may include but is not limited to activities involving harassment, abuse or humiliation used as a way of initiating a person into a group.
- 7.3.8 **Low level disruptive behaviour:** wearing "banter" and "horseplay" over a prolonged period of time.
- 7.3.9 **Cyberbullying:** bullying that takes place using technology. This may include bullying through the use of mobile electronic devices, social media or gaming sites. See **Error! Reference source not found.** to this policy for guidance for pupils about cyberbullying. The School's separate acceptable use policy for pupils sets out the School rules about the use of technology including mobile electronic devices.
- 7.3.10 **Prejudice-based bullying:** bullying that is motivated by actual or perceived differences between children, such as where a child is adopted, in care or has caring responsibilities.
- 7.3.11 **Harmful sexual behaviours** - includes sexual harassment and sexual violence:
- (a) **Sexual harassment:** unwanted conduct of a sexual nature that can occur online and offline. It can include but is not limited to:
- (i) Sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.
  - (ii) Sexual jokes or taunting.
  - (iii) Physical behaviour such as deliberately brushing against someone, interfering with their clothes, displaying pictures, photos or drawings of a sexual nature.
  - (iv) Online sexual harassment which may include: non-consensual sharing of sexual images and videos (sharing of nudes or semi-nudes images and videos, otherwise known as sexting or youth produced sexual imagery); inappropriate sexual comments on social media; exploitation; coercion and threats; upskirting.
- Incidences of sexual harassment will be investigated to ensure they are not part of a wider pattern of sexual harassment and / or sexual violence and shall be treated in alignment with the school child protection and safeguarding procedures and the most current version of 'Keeping Children Safe in Education.' (as according to 3.2.1).
- (b) **Sexual violence:** sexual offences under the Sexual Offences Act 2003, specifically rape, assault by penetration, sexual assault and causing

someone to engage in sexual activity without consent. Further details regarding the required responses when managing such cases is detailed in the school child protection and safeguarding procedures and the most current version of 'Keeping Children Safe in Education.' (as according to 3.2.1).

- 7.4 **Discrimination-based bullying:** bullying may also be:
- 7.4.1 Sexist: related to a person's sex or gender reassignment.
  - 7.4.2 Racist, or regarding someone's religion, belief or culture.
  - 7.4.3 Related to a person's sexual orientation (homophobic bullying).
  - 7.4.4 Related to pregnancy and maternity.
  - 7.4.5 Related to a person's home circumstances.
  - 7.4.6 Related to a person's disability, special educational needs, learning difficulty, health or appearance.
  - 7.4.7 Related to a person's age.
- 7.5 Racial, sexual, transphobic or homophobic bullying and bullying someone because they have a disability are also hate crimes.
- 7.6 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. In such circumstances, the School's behaviour policy and procedures shall be consulted to assist in confirm appropriate responses. If left unchallenged or dismissed low level disruption can have a wearing, and significant impact on targeted individuals exposed to such behaviour and may lead to a culture of failing to report. This is not a culture the School adopts.
- 7.7 The School is aware that some behaviours that meet the definition for bullying may also constitute a criminal offence. For example, a person who makes a physical or sexual assault on another, or who steals or causes damage to the property of another, commits a criminal offence. Bullying may also be regarded as threatening behaviour or harassment which can be either a criminal offence or a civil wrong. Certain acts of voyeurism e.g. upskirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing parts of their body or clothing not otherwise visible to obtain sexual gratification, or cause the victim humiliation, distress or alarm are criminal offences. Misuse of electronic communications could also be a criminal offence, for example it is an offence to send an electronic communication (such as a text message or email) to another person with the intent to cause distress or anxiety.



## **7.8 Safeguarding and child-on-child abuse**

- 7.8.1 Bullying is closely connected with pupil well-being and therefore will often require a safeguarding response. Bullying demonstrates a lack of respect for others which can overlap with abusive and harassing behaviour and which, in turn, can lead to a culture of unacceptable behaviours and an unsafe environment for children. All this informs the school's zero-tolerance approach, and it is essential that all staff understand the importance of challenging inappropriate behaviours between young people.
- 7.8.2 Child-on-child abuse can occur both inside and outside of School and may be taking place whilst not being reported. A one size fits all approach is not appropriate for all pupils, and a contextualised approach for more vulnerable pupils, victims of abuse and pupils with special educational needs and disabilities may be required. Certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours and create an unsafe environment for pupils. In worst case scenarios, dismissing sexual harassment can lead to a culture that normalises abuse and pupils accepting it as normal and not coming forward to report it. The School is mindful of recent research published by Ofsted, 'Review of sexual abuse in schools and colleges' (2021) and apply the advice and best practice shared within.
- 7.8.3 Technology is a significant component in many safeguarding and well-being issues. Pupils are at risk of abuse online as well as face to face. This can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.
- 7.8.4 In line with the School's aims and culture of openness and encouragement to report, the School's policy and procedures with regard to child-on-child abuse are set out in the School's child protection and safeguarding policy and procedures. Concerns about a pupil's welfare because they are the victim or perpetrator of bullying behaviour must be reported in accordance with the child protection and safeguarding policy and procedures and appropriate action taken, considering the Local Safeguarding Partners' thresholds.

## **8 Anti-bullying culture and systems**

- 8.1 It is everyone's responsibility to ensure, whatever the circumstances, that no-one becomes a victim of bullying. A person may be vulnerable to bullying because of their age, physical appearance, nationality, colour, sex, sexual orientation, gender reassignment, religion or belief, culture or learning difficulty, disability, home circumstances or because they are new in the School, appears to be uncertain or has no friends. Our expectation of all members of the School community is that:

- 8.1.1 Everyone will uphold the School ethos and expectations.
- 8.1.2 A pupil or a member of staff or volunteer who witnesses or hears of an incident of bullying will report it in accordance with the terms of this policy.
- 8.1.3 A complaint of bullying will always be taken seriously.
- 8.2 In School and in every year group:
  - 8.2.1 Discriminatory and offensive words and behaviour are treated as unacceptable.
  - 8.2.2 Positive attitudes are fostered towards people with any protected characteristic including those who are disabled and towards ethnic, religious, cultural and linguistic groups within and outside the School.
  - 8.2.3 Positive attitudes are fostered towards gender and sexuality differences through the curriculum and tutorials.
  - 8.2.4 Incidents of bullying which are based on protected characteristics will be distinguished in the School's records.
- 8.3 **Proprietor**
  - 8.3.1 The Proprietor has overall responsibility for promoting and safeguarding the welfare of pupils at the School, ensuring that those in leadership and management positions actively promote pupil well-being. This includes ensuring that policies and procedures are in place and implemented effectively to:
    - (a) Minimise the risk of bullying at the School so that pupils and staff feel safe and secure.
    - (b) Intervene early in low-level disruption to prevent negative behaviours escalating.
    - (c) Deal swiftly with allegations and incidents of bullying at the School so that pupils and staff feel confident that all incidents will be dealt with appropriately.
    - (d) Consider incidences of sexual harassment in broad terms so that it is challenged in order to prevent the normalisation of behaviours which can provide an environment that may lead to sexual violence, in line with the guidance within our child protection and safeguarding policy, and the guidance with the latest version of Keeping Children Safe in Education (as according to 3.2.1).
- 8.4 **Staff**
  - 8.4.1 Through their training and experience, members of staff and volunteers are expected to promote an anti-bullying culture by:
    - (a) Celebrating achievement.

- (b) Anticipating problematic situations and providing support.
- (c) Adopting a proactive interactive approach to bullying by gathering intelligence about issues between pupils which might provoke conflict and developing strategies to prevent bullying occurring in the first place.
- (d) Applying the behaviour policy and procedures fairly, consistently and reasonably, taking into account any special educational needs or disabilities of the pupil, taking into account the motivations and any underlying safety concerns of the perpetrator and providing support as appropriate.
- (e) Making opportunities to listen to pupils.
- (f) Acting as advocates of pupils.
- (g) Reporting concerning behaviour in accordance with the provisions outlined in this policy, adopting a "it could happen here" approach.

8.4.2 Members of staff and volunteers are vigilant at all times but particularly:

- (a) At the start and end of the school day when pupils arrive and leave the site.
- (b) Before lessons.
- (c) In School corridors.
- (d) During differently structured times for example break / lunch
- (e) On School transport / School trips

8.4.3 Bullying is discussed in School meetings. The result of these meetings is to feedback information about friendship patterns, particular incidents, any pupil who seems to be isolated, any growing "power base" and any known conflict between pupils so that strategies can be developed to prevent bullying incidents.

## 8.5 Pupils

8.5.1 Through the School's pastoral care systems, pupils are informed and taught that bullying will not be tolerated in the School. They are encouraged to:

- (a) Celebrate the effort and achievements of others.
- (b) Hold and promote positive attitudes.
- (c) Feel able to share problems with staff.
- (d) Turn to someone they trust, if they have a problem.
- (e) Not feel guilty about airing complaints.
- (f) Be kind, considerate and tolerant towards others.
- (g) Be aware of the impact their behaviour can have on others.
- (h) Challenge their peers if they are unkind to others.
- (i) Celebrate the diversity of others.

- (j) Use technology safely and securely and to be aware of the risks and impact of the use of technology on themselves and others.

8.5.2 Measures are taken throughout each year to educate pupils about bullying and this policy. These measures include:

- (a) The PSHE and relationships education / relationships and sex education
- (b) Curriculum includes lessons on bullying.
- (c) The School community will challenge stereotypical opinions so negative views are not perpetuated e.g. misogyny.
- (d) Anti-bullying posters placed around the School.
- (e) Online safety is a key aspect of all areas of the curriculum. Parents / carers are informed about online safety issues and the School's strategies to safeguard pupils through correspondence and events held by the School to raise awareness. See the School's online safety policy for further information about the School's online safety strategy.

8.5.3 The School recognises that children with special educational needs and disabilities can face additional safeguarding challenges, including the potential to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs. The School will consider extra pastoral support for pupils with special educational needs and disabilities, as required.

## 8.6 **Parents / Carers**

8.6.1 The School will take active measures to promote an anti-bullying culture and message to parents / carers that bullying amongst pupils or towards staff will not be tolerated by the School.

## 9 **Reporting concerns**

### 9.1 **Pupils**

9.1.1 A pupil who is being bullied, or who is worried about another pupil being bullied, should tell a member of staff without delay.

### 9.2 **Parents / Carers**

9.2.1 Parents /carers who are concerned that their child is being bullied should inform a member of School staff without delay.

### 9.3 **Staff**

9.3.1 A member of staff or volunteer who learns of alleged bullying behaviour should:

- (a) Respond quickly and sensitively by offering advice, support and reassurance to the alleged victim.
- (b) Listen carefully and keep an open mind.
- (c) Not ask leading questions.

- (d) Reassure the child but not give a guarantee of confidentiality.
- (e) Report the allegation to the Designated Safeguarding Lead as soon as possible.

9.3.2 If the alleged bullying behaviour raises a safeguarding concern, the matter should be reported in accordance with the School's child protection and safeguarding policy and procedures before further investigation is carried out. In the case of bullying potentially involving harmful sexual behaviours, staff will follow guidance set out in the latest version of Keeping Children Safe in Education (as according to 3.2.1).

9.3.3 This policy focuses mainly on the bullying of pupils by pupils although it is recognised that a staff member could be a victim of and on occasion may be perceived to be the perpetrator of bullying behaviour. The bullying of staff, whether by pupils, parents / carers or other colleagues, is unacceptable.

## 10 **Why incidents might not be reported**

10.1 There are many reasons why a pupil who has suffered bullying may be reluctant to report it. They may become demoralised and may think, for example:

10.1.1 It is telling tales.

10.1.2 They won't believe me because the person I am complaining about is popular and I am not, and I will become even more unpopular.

10.1.3 The things they are saying and doing are too embarrassing to discuss with an adult.

10.1.4 It is all my fault anyway for being overweight / too studious etc.

10.1.5 There are too many of them; there is nothing the staff can do.

10.1.6 It will get back to my parents / carers and they will think less of me.

10.1.7 I will just try and toughen up and grow a thicker skin.

10.1.8 I will lie low and not draw attention to myself.

10.1.9 This is a normal part of growing up and going to school.

10.2 There are also reasons why a pupil who has witnessed or learned of bullying behaviour may not want to make a report. They may think:

10.2.1 It is "grassing", and I will become unpopular.

10.2.2 It is not my concern anyway.

10.2.3 I don't like the victim, and I would find it embarrassing to be associated with him / her.

- 10.3 Any of these responses would be contrary to our culture at the School. When we implement this policy, we encourage every pupil (and their parents / carers) to understand that:
- 10.3.1 Every complaint of bullying will be taken seriously.
  - 10.3.2 Members of staff and volunteers will deal with a complaint correctly and effectively in accordance with their experience and the training they have received.
  - 10.3.3 There is a solution to nearly every problem of bullying.
  - 10.3.4 A pupil who complains will receive support and advice and in many cases the problem can be dealt with on a no-names basis.
  - 10.3.5 The primary aim will be for the bullying to cease, not the punishment of the bully unless this is necessary.
  - 10.3.6 We may need to support the bully as well so we can address the causes of bullying behaviour.
- 11 **Assessment of concerns**
- 11.1 The assessment will consider:
- 11.1.1 The nature of the incident(s): Physical? Sexual? Verbal? Exclusionary? Etc.
  - 11.1.2 Is it a "one-off" incident involving an individual or a group?<sup>1</sup>
  - 11.1.3 Is it part of a pattern of behaviour by an individual or a group?
  - 11.1.4 Has physical injury been caused?
  - 11.1.5 Who should be informed: Headteacher? Parents / Carers? The School's Designated Safeguarding Lead? Children's social care? The police?
  - 11.1.6 Can the alleged bully be questioned without disclosing the victim's identity?
  - 11.1.7 What is the likely outcome if the allegation proves to be correct?
- 11.2 At this stage, the possible outcomes for an incident which is not too serious include:
- 11.2.1 There has been a misunderstanding which can be explained sympathetically to the alleged victim with advice to the alleged bully.
  - 11.2.2 The complaint is justified in whole or in part, and further action will be needed.
- 11.3 If at any stage the alleged bullying behaviour raises a safeguarding concern, the School's child protection and safeguarding policy and procedures should be followed before further investigation is carried out. This will always be the case where

<sup>1</sup> The School will be alert to and take action in response to single incidents where necessary and make appropriate records in order to assist it to spot patterns and to ensure the single incident does not become the first of a series.

consensual or -non-consensual sharing of nude or semi-nude images or videos / sexting or other harmful sexual behaviours are involved. Where bullying allegedly involves youth produced sexual imagery, staff will not view, or forward sexual imagery reported to them and will follow the School's policy on sharing consensual or non-consensual nude and semi-nude images as set out in the School's safeguarding and child protection policy and procedures.

- 11.4 Otherwise, in cases where serious bullying behaviour has occurred involving a pupil or has recurred after warnings have been given to the "bully" staff will refer the matter to the Headteacher.
- 11.5 The Head will decide on the action to be taken in accordance with this policy.
- 11.6 The Head will ensure that an appropriate member of staff notifies the parents / carers of the victim and bully giving them details of the case and the action being taken. Such action may include further investigation and action in accordance with the School's behaviour policy and procedures.

## 12 **Response to concerns**

- 12.1 When a complaint of bullying behaviour is upheld, the range of responses may include one or more of the following:
  - 12.1.1 Consideration as to whether the bullying incident should be addressed as a safeguarding concern and if so, the School's child protection and safeguarding policy and procedures will be followed.
  - 12.1.2 Advice and support for the victim and, where appropriate, establishing a course of action to help the victim, including support from external services where appropriate.
  - 12.1.3 Advice and support to the bully in trying to better manage their needs and behaviours. consideration of the motivation behind the bullying behaviour and whether external services should be used to tackle any underlying issues of the bully which contributed to the bullying behaviour. If these considerations give rise to safeguarding concerns relating to the bullying, the School's child protection procedures will be followed.
  - 12.1.4 A supervised restorative meeting between the bully and the victim to discuss their differences and the ways in which they may be able to avoid future conflict (only with the victim's express agreement).
  - 12.1.5 A response in line with the School's behaviour policy and procedures. In a very serious case or a case of persistent bullying, a pupil may be required to leave the School permanently in accordance with the School's exclusion and/or behaviour policy. Any action will be considered fairly, consistently and reasonably, taking into account any special educational needs or disabilities and the needs of vulnerable pupils.

- 12.1.6 Action to break up a "power base".
- 12.1.7 Confiscation of mobile electronic devices, increased monitoring procedures or limiting access to the School's internet and email facilities if cyberbullying in line with the relevant government guidance detailed in 3.2.7.
- 12.1.8 Moving either the bully or victim to another group after consultation with the pupil, their parents / carers and the relevant staff.
- 12.1.9 Involving children's social care or the police.
- 12.1.10 Notifying the parents / carers of one or both pupils about the case and the action which has been taken.
- 12.1.11 Notifying external agencies where appropriate.
- 12.1.12 Such other action as may appear to the Head to be appropriate.
- 12.2 The position should be monitored for as long as necessary thereafter. Action may include:
  - 12.2.1 Sharing information with some or all colleagues and with pupils so that they may be alert to the need to monitor certain pupils closely.
  - 12.2.2 Ongoing counselling and support.
  - 12.2.3 Vigilance.
  - 12.2.4 Mentioning the incident at meetings of staff.
  - 12.2.5 Reviewing vulnerable individuals and areas of the School.

### 13 **Supporting those severely impacted by bullying**

- 13.1 The School recognises that removing bullied pupils from school is disruptive and can make it difficult to reintegrate. The School understands in some circumstances, however, the consequences of being bullied may have had a severe impact on a pupil's social, emotional or mental health and may have impacted seriously on a pupil's ability to learn.
- 13.2 The School will do all that is reasonably possible to ensure bullied pupils continue to attend school and maintain their educational progression by putting in place proportionate short term alternative on-site provision plans where necessary.

### 14 **Cyberbullying: Guidance for pupils**

- 14.1 Cyberbullying is bullying that takes place using Technology.
  - 14.1.1 It can take the form of many behaviours including:
    - (a) Harmful messages (text, instant, multimedia, email).



- (b) Impersonating another person online.
- (c) Sharing private messages.
- (d) Uploading photographs or videos of another person that leads to shame and embarrassment.
- (e) Creating hate websites / social media pages.
- (f) Excluding people from online groups.

14.2 Pupils should remember the following:

- 14.2.1 Use the security settings when using technology.
- 14.2.2 Regularly change your password and keep it private.
- 14.2.3 Always respect others – be careful what you say online and what images you send.
- 14.2.4 Think before you send – whatever you send can be made public very quickly and could stay online forever.
- 14.2.5 If you or someone you know are being cyberbullies, tell someone. You have the right not to be harassed or bullied online. Tell an adult you trust – your parents / carers, any member of staff or volunteer or a helpline such as ChildLine on 0800 1111.
- 14.2.6 Do not retaliate or reply online.
- 14.2.7 Save the evidence – learn how to keep records of offending messages, pictures or online conversations. Ask someone if you are unsure how to do this. This will help to show what is happening and can be used by the School to investigate the matter.
- 14.2.8 Block the bully. Most social media websites and online mobile services allow you to block someone who is behaving badly.
- 14.2.9 Don't do nothing – if you see cyberbullying going on, support the victim and report the bullying.

14.3 You may find the following websites helpful:

- 14.3.1 [www.childnet.com/young-people](http://www.childnet.com/young-people)
- 14.3.2 [www.thinkuknow.co.uk/](http://www.thinkuknow.co.uk/)
- 14.3.3 [www.childline.org.uk/explore/bullying/pages/online-bullying.aspx](http://www.childline.org.uk/explore/bullying/pages/online-bullying.aspx)
- 14.3.4 [www.saferinternet.org.uk/advice-centre/young-people](http://www.saferinternet.org.uk/advice-centre/young-people)
- 14.3.5 [www.mysafetynet.org.uk](http://www.mysafetynet.org.uk)
- 14.3.6 [www.ceop.police.uk/safety-centre/how-can-ceop-help-me-yp/](http://www.ceop.police.uk/safety-centre/how-can-ceop-help-me-yp/)

#### 14.3.7 [www.bbc.com/ownit](http://www.bbc.com/ownit)

14.4 Internet safety measure (including use of filters and monitoring of usage and mobile technology) are set out in the School's online safety policy.

### 15 **Staff Training**

15.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles especially:

15.1.1 Understanding the groups who may be more vulnerable to bullying.

15.1.2 Awareness of the risk and indications of bullying, and how to deal with cases.

15.1.3 Awareness of the risks of child-on-child abuse including sexual violence and sexual harassment and how bullying may give rise to safeguarding concerns.

15.2 The level and frequency of training depends on role of the individual member of staff.

15.3 The School maintains written records of all staff training.

### 16 **Risk assessment**

16.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

16.2 The format of risk assessment will work alongside the School's overall response to risk management regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.

16.3 The Head has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated.

### 17 **Record keeping**

17.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

17.2 School staff maintain records of the welfare and development of individual pupils. Every complaint or report of bullying is recorded centrally and monitored to enable patterns to be identified, both in relation to individual pupils and across the school as a whole and to evaluate the effectiveness of the School's approach.

17.3 The school will maintain a centralised record of all allegations or reports of bullying, including details of those involved and the action taken.

- 17.4 The school will monitor the centralised record of bullying incidents on a regular basis to identify patterns in behaviour and the effectiveness of the School's anti-bullying procedures.
- 17.5 The records created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School will use personal data. The School's approach to data protection compliance is set out in the overarching data protection policy. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy.

**18 Version control**

Date of adoption of this policy, by or on behalf of the Proprietor	January 2023
Date of last review of this policy	October 2024
Date for next review of this policy	October 2025
Policy owner (Proprietor)	Dorset Centre of Excellence