

# Anti-Bullying Policy

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## 1. Aims and objectives

Bullying is unacceptable and will not be tolerated at the School. Any member of the School community, pupil, employee or volunteer, has the right to learn and work without fear of being bullied. The aim of this policy is to prevent bullying and ensure that any instances of bullying are addressed seriously and swiftly. The following objectives ensure that all members of the School community:

- prevent bullying by creating an orderly climate of respect within an inclusive community environment;
- feel safe from bullying;
- recognise bullying behaviour;
- understand and support the School's stance against bullying;
- know how to report incidents of bullying; and
- contribute to informing and, where possible, evaluating policy and practice.

Bullying can cause serious physical and emotional harm and in some instances can lead to psychological damage and even suicide. It is, therefore, of the utmost importance that the culture at the School is one where all members of the community work to prevent bullying.

Bullying on the basis of protected characteristics (Equality Act 2010) will be taken particularly seriously.

Bullying is an emotive issue; therefore, it is essential that we use supportive, understanding language when discussing these matters. For that reason, we never refer to a child/young person as 'a bully' or a 'perpetrator', nor do we refer to a child/young person as 'a victim'. Instead, we will refer to the child/young person by describing the situation, for example: a child/young person displaying bullying behaviour or a child/young person experiencing bullying behaviour.

This policy should be read in conjunction with the School's Behaviour Policy, Safeguarding and Child Protection Policy, Online Safety Policy (including the IT Acceptable Use Policy) and Pupil Wellbeing Policy.

This policy fulfils the requirements of [ISSRs 2014 Part 3, Paragraph 10](#) in that the School "ensures that bullying at the school is prevented in so far as reasonably practicable, by drawing up and implementation of an effective anti-bullying strategy."

The publications "[Behaviour in schools; Advice for headteachers and school staff](#)" (September 2022), "[Preventing and Tackling Bullying](#)" (July 2017), "[Approaches to preventing and tackling bullying; Case studies](#)" (June 2018), "[Guidance on preventing and responding to sexist, sexual and transphobic bullying](#)" (Dec 2009) and "[Cyberbullying: Advice for headteachers and school staff](#)" (November 2014) have informed this policy, in addition to [Keeping Children Safe in Education \(KCSIE, September 2023\)](#) and the [Equality Act \(2010\)](#).

## 2. Definition

The DfE guidance [“Preventing and Tackling Bullying” \(July 2017\)](#) defines bullying as:

“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, because a child is adopted, in care of has caring responsibilities. It might be motivated by actual differences between children or perceived differences.”

Additionally, many experts say that bullying can involve an imbalance of power between the children/young person(s), with one having control over the relationship making it difficult for the other to defend themselves. The imbalance may be physical, intellectual or psychological (knowing what upsets someone) and may derive from having access to the support of a group or the capacity to socially isolate. It can also result in the intimidation of someone through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on people. If left unchallenged or dismissed as ‘banter’ or ‘horseplay’ it can also lead to reluctance to report other behaviour.

Bullying may be categorised in 4 main areas:

1. **Verbal** – for example: name-calling, taunting, mocking, producing offensive graffiti, writing unkind notes about someone and making offensive or humiliating comments.
2. **Physical** – for example: taking or deliberately damaging a person’s belongings, threats, extortion, physical violence, intimidation and deliberately invading someone’s personal space.
3. **Gossiping** – for example: spreading hurtful and/or untruthful rumours, laughing or sniggering at someone in an unkind way, using body language inappropriately e.g. giving “dirty” looks and isolating or excluding people socially.
4. **Cyber bullying** – for example: inappropriate text messaging, emailing and use of social network sites such as Facebook, WhatsApp, Snapchat, TikTok, YouTube, Instagram etc, sending, sharing or displaying offensive or degrading images by phone or via the internet, email or social media, and isolating or excluding people socially online. For further details, see Section 3 below.

Although bullying is not a specific criminal offence, there are some types of harassment and threatening behaviour – or communications – that could be a criminal offence, for example under the Protection from Harassment Act 1997, Telecommunications Act 1984, the Malicious Communications Act 1988, the Communications Act 2003, the Public Order Act 1986, the Controlling or Coercive Behaviour in an Intimate or Family Relationship Guidance 2015. Bullying may also be unlawful under the Equality Act 2010.

### 3. Cyber bullying

For further information on cyber bullying, please refer to the School's Online Safety Policy, Acceptable Use Policy and Behaviour Policy.

The School is mindful of the rapid development of, and widespread access to, technology which has provided a new medium for 'virtual' bullying and can occur in or outside school. Cyber bullying is defined as the use of technology such as email and social networking sites to deliberately hurt or upset someone or harass or threaten. Unlike physical forms of bullying, the internet allows bullying to continue past school hours and invades the victim's home life and personal space. It also allows distribution of hurtful comments and material to a wide audience. Cyber bullying is extremely prevalent, as pupils who would not consider bullying in the physical sense may find it easier to bully through the internet, especially if it is thought the bullying may remain anonymous. Cyber bullying can affect pupils and staff members.

### 4. How will the School prevent bullying?

The School will use its best endeavours implement the following to prevent bullying:

- Collate data about incidents of bullying and monitor trends and report termly to Governors.
- Review the anti-bullying procedures (this includes consulting children on their experience).
- Ensure that the needs of pupils with protected characteristics are taken into account in the design of the policy and in the education of pupils, parents<sup>1</sup> and staff about anti-bullying; this includes SEND.
- Provide effective training to new staff at inductions and to all staff regularly, through in-service training and briefings.
- Promote awareness of where and when bullying is most likely to take place and ensure actions are taken to reduce the risk.
- Raise awareness of the damage done by bullying and the School's anti-bullying measures in PSHEE lessons, pastoral forums, such as Form time, and in assemblies.
- Make it easy for pupils to report bullying, even if the bullying has occurred outside School.
- Ensure that pupils know about the roles they can take in preventing and tackling bullying, including when they find themselves as bystanders.

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<sup>1</sup> All references to 'parents' in this policy includes parents/carers/guardians.

- Involve parents to ensure that they are clear that the School does not tolerate bullying and communicate via regular postings on the Parent Portal, details of anti-bullying measures in the School and make available this policy on request.
- Inform parents if their child is being bullied or has been reported for bullying someone else.
- Work with the wider community such as the Police and Children’s Social Services when there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’ (Children Act, 1989).
- Ensure the maintenance of good order and discipline at all times during the School day when pupils are present on the School premises and whenever the pupils are engaged in authorised School activities, whether on the School premises or elsewhere.
- Demonstrate and celebrate the success of anti-bullying measures and create a positive culture where everyone feels safe to be themselves and where no one fears to learn or work.

## 5. Expectations of staff to prevent bullying

Staff at the School should contribute towards making the School a safe and happy place where bullying has no place and will be challenged and eliminated. As such, all staff should:

- Support the School’s strategies to create an environment that prevents bullying from happening in the first place.
- Be familiar with the definition of bullying and this policy.
- Undertake regular training and scenario discussion on potential pastoral and bullying incidents, including raising awareness of pupils with special educational needs, medical conditions, or on the basis of the nine protected characteristics.
- Ensure that pupils understand the definition of bullying and know the School’s stance on bullying and are confident about the School’s ability to deal with it.
- Monitor changes in pupils’ or colleagues’ behaviour (e.g. becoming shy, nervous or withdrawn, pretending to be ill, taking unusual absences or clinging to adults).
- Ensure that pupils reporting bullying are heard, feel safe and know how and where to get support.
- Ensure that pupils understand that staff cannot promise confidentiality.
- Pass on the information to the appropriate member of the pastoral team without delay, recording the concern on [CPOMS](#).
- Record and report cases of bullying.
- Help to foster a climate of respect through their own words and actions.

- Prevent the use of bullying language (e.g. the casual and pejorative use of the term ‘gay’).

## 5.1. Specific guidance for Senior School staff

Areas of the Senior School where bullying could occur are:

- Designated social areas e.g. Parade Ground, Garner Quad, Dyne House foyer and terrace, the Dining Hall;
- Corridors and stairwells;
- Changing rooms and toilets;
- Computer rooms;
- The Sir Martin Gilbert Library (SMGL);
- On the journey to and from school;
- On school visits and trips, especially residential visits; and/or
- On social networking sites.

To reduce the likelihood of bullying taking place in these areas and at these times, the following preventative measures have been put in place:

- Staff duty rota - to ensure effective supervision in the main communal areas at break time, lunchtime and after school in the village until 4.30pm.
- Senior Team Duty Rota - to ensure that any critical incident or emergency is adequately supported.
- Reminders to staff (at briefings and via email) about the importance of carrying out duties, along with regular updates and training to improve the effectiveness of each duty.
- Guidance to staff about the necessity for punctuality to lessons, and for pro-active monitoring of pupils’ behaviour whilst moving between lessons.
- Supervision of the changing rooms by members of the Sport and Exercise (SpEx) department.
- Supervision and remote monitoring of computer facilities.
- Guidance on the restricted and responsible use of mobile phones in the school rules.
- Restricted access to certain internet sites: Instagram, Twitter, TikTok and YouTube on school premises through web filtering and monitoring software.
- Librarians always present and on duty in the SMGL during the school day.
- Some CCTV camera coverage in DH Foyer, Parade Ground, Sixth Form Common Rooms, IT classrooms and some other communal areas (including St Michael’s path).

- Information and training for pupils about safety issues when travelling to and from school.

## 5.2. Specific guidance for Junior School staff

Areas of the Junior School where bullying could occur are:

- Designated social areas e.g. Playground and, May-October - Senior Field / October-May - the Astro;
- Corridors and stairwells;
- Changing rooms and toilets;
- Cloakrooms;
- In the Dining Hall;
- In the Library;
- On the journey to and from School; and/or
- Social networking sites.

To reduce the likelihood of bullying taking place in these areas, the following preventative measures have been put in place:

- Staff duty rota - to ensure permanent supervision in the main communal areas at break time, lunchtime and after school.
- Staff in Form Rooms from 8:15am each morning.
- Two members of ST in playground from 8:00 am until 8:25am every morning before school.
- Reminders to staff (at briefings and via email) about the importance of carrying out duties.
- Guidance to staff about the necessity for punctuality to lessons and form time at the beginning and end of each day, pro-active monitoring of pupils' behaviour whilst moving between lessons, pro-active monitoring of pupil movement to, during and from lunch.
- Teaching staff eating their lunch with children.
- Duty/Support staff check toilets during the school day.
- Supervision of the cloakrooms by a member of teaching or support staff during the beginning and the end of the day, and two members of the SpEx Department when pupils are changing for lessons.
- No access, at school, to certain internet sites: Facebook, TikTok, Twitter, Instagram, Snapchat, YouTube etc.
- Education of pupils and parents on safe and responsible internet use via computing lessons, Form Tutors, assemblies and guest speakers (e.g. Child Net).



- No pupils are allowed mobile phones whilst at school, other than in Year 6 when they must be left in the School Office during the day.
- Pupils are advised about safety issues when travelling to and from school.

### 5.3. Specific guidance for Pre-Preparatory School staff

Areas of the Pre-Preparatory School where bullying could occur are:

- In the playground; and/or
- In the dining hall.

To reduce the likelihood of bullying taking place in these areas, the following preventative measures have been put in place:

- High levels of supervision during play times.
- Education of pupils on responding to unkind words and actions.
- Focus in weekly staff meetings on friendship issues and behaviour in the playground.
- Teaching staff eating their lunch with children.
- All staff consistently use agreed behaviour management strategies, both in the classroom and playground.

## 6. Expectations of pupils to prevent bullying

Pupils are involved in bullying prevention in a variety of ways:

- They are told to report any concerns about how others behave towards them.
- They are taught what bullying looks like and are encouraged to challenge and report all such behaviour and are made aware of groups of pupils more likely to experience bullying, such as those from minoritised groups, including those with SEND.
- Pupils who feel that they are being bullied by an adult will be supported, and appropriate action will be taken in accordance with the School's Safeguarding and Child Protection Policy and procedures.

### 6.1. In the Senior School

- Pupils can report concerns through the Student Voice platform.
- Pupils are expected to act as role models and support supervision of younger pupils (including specific roles such as Y7 Form Class Prefects).
- All pupils are invited to participate in the pupil Wellbeing, Inclusion and Safeguarding Committee (WISC), which raises awareness of bullying and contributes to the School's anti-bullying culture and strategies. Members of the

WISC organise regular assemblies and activities in National Anti-Bullying Week and take part in the annual audit of the effectiveness of the School's safeguarding training and culture.

## 6.2. In the Junior School

- Pupils who are part of the School Council pass on the School's commitment to anti-bullying to their forms and can use the opportunity to suggest ideas to staff, contributing to the anti-bullying ethos.
- Class Assemblies in National Anti-Bullying Week help to raise general awareness and the subject is also addressed within the PSHEE curriculum and regularly in OWL and year group assemblies.

## 6.3. In the Pre-Preparatory School

- Children learn about anti-bullying through the School Values and our restorative approach. Weekly assemblies and PSHEE lessons are used as opportunities to discuss friendships and the consequences of kind and unkind actions.
- Awareness is also further raised in Harmony Week, which the Pre-Preparatory have during National Anti-Bullying Week.

# 7. Expectations of parents

All parents of the School's pupils will be expected to recognise and eschew any bullying behaviour towards staff or any other members of the School community.

In addition, the School expects that parents will reinforce and espouse the School's aims and ethos and insist upon the value of good behaviour, and a rejection of bullying, to their child(ren). Parents are encouraged to report instances of bullying to the School that they may witness as bystanders.

Staff will inform the Principal of the Pre-Preparatory or Junior School or one of the Senior School Deputy Heads if they are subject to behaviour by a parent that they regard as unacceptable and that may constitute a form of bullying. The matter will be investigated by the Principal or Deputy Head or another senior member of staff nominated by the Principal. They will then meet with the parent and member of staff to decide if:

- a parent has engaged in bullying behaviour;
- a parent has acted unreasonably;
- the behaviour of a parent has adversely affected, or is likely to affect, their child's progress at School;
- the behaviour of a parent has impacted on the well-being of a member of staff; and/or
- the behaviour of a parent has, or may have, brought the School into disrepute.

At the conclusion of the investigation, the Head or Deputy Head will communicate the findings to the parent and may propose a formal meeting to decide on an appropriate way forward.

In more serious and intractable cases where the relationship between school and home has irretrievably broken down, the Head may convene a meeting with parent(s) to include consideration of the permanent exclusion (or voluntary withdrawal) of the pupil from the School. Further details can be found in the School's Terms and Conditions.

In common with the procedure for the permanent exclusion of a pupil for disciplinary matters, such a decision would be subject to an appeal if requested by the parent. Details of the appeals process can be found in the School's Behaviour Policy. The pupil would be temporarily excluded from school pending the outcome of the appeal.

## 8. Procedures

All incidents of bullying must be recorded via CPOMS, and the Senior School Deputy Head (Pastoral) will maintain a central record/overview.

Accurately recording incidents of bullying allows us to ensure that an appropriate response and follow-up has been undertaken. The recording, monitoring and analysis of bullying is best carried out where it can be understood and acted upon.

Recording will be streamlined and uniform. All incidents raised will be recorded on CPOMS promptly by pastoral staff (within a week) and records should be updated over time. Follow-ups with pupils involved to ensure things have moved forward will also be recorded. These will take place regularly after any incident (we aim to check with pupils at least every three weeks for six months and then an update within a year). Bullying records will be reviewed each half-term by the Deputy Head (Pastoral) in Senior School, the Deputy Principal (Pastoral) and Principal in Junior School, and Principal in Pre-Preparatory.

For incidents of bullying which are about cyber-bullying, or are in relation to a protected characteristic, a Deputy Head in each school must be informed. Incidents of bullying based on protected characteristics will be noted and shared with the Strategic Inclusion Lead to be monitored.

Any incidents of bullying which may suggest a child is at risk of abuse from another child must be referred to a DSL. Please refer to the School's Safeguarding and Child Protection Policy.

### 8.1. Where bullying is suspected or witnessed

Whenever bullying is witnessed or suspected, the incident should be recorded on CPOMS and investigated (even if the alleged bullying took place outside the school premises). Full details of the investigation process can be found in Appendix 2.

In the Pre-Preparatory School, the policy and procedures for dealing with incidents of unkind behaviour are covered separately in the Parent Handbook and relate to this younger age setting. All reported and/or observed incidents of bullying will be investigated by the Deputy Principal (Pastoral) and recorded on CPOMS.

In the Junior School, incidents should be reported to a Form Teacher and the Deputy Principal (Pastoral) - who will decide who will investigate - and be recorded to CPOMS. A Form Teacher receiving a report directly from a child or witnessing bullying will investigate, record to CPOMS and report to the Deputy Principal (Pastoral).

In the Senior School, in Years 7 and 8, incidents should be reported to the Head of Year who will decide who will investigate and record on CPOMS. A Form Teacher receiving a report directly from a child experiencing or witnessing bullying behaviours will investigate, record on CPOMS, and report to the Head of Year. The Head of Lower School should be informed by the Heads of Year of all incidents of bullying.

In Years 9 and above, incidents should be reported to the Head of House who will decide whether they or the Tutor will investigate. A Head of House receiving a report directly from a child or witnessing bullying will investigate. A Tutor receiving a report directly from a tutee will always consult with their Head of House. All reported incidents will be recorded on CPOMS and the appropriate Assistant Head notified.

Where the bullying appears to involve pupils in different houses, the Head of House will liaise with a relevant Assistant Head (Middle School or Sixth Form) to determine lead responsibility.

## 8.2. Responding to a report of bullying

To respond restoratively to a bullying concern, staff should adopt a positive approach, focused on supporting resolution of the situation. Staff should be prepared with options for how to respond to incidents of bullying in a planned, deliberate and positive way. Responding to bullying behaviour requires a high amount of self-control as well as preparation to know what to say and do.

The following are important factors when managing a bullying situation:

- Be calm. It is important to be clear thinking and emotionally in control.
- Be positive. Remember the importance of maintaining a positive relationship with all the pupils involved. Pupils are much more likely to modify their behaviour if they perceive that the member of staff cares and if their behaviour meets the approval of their peers.
- Be assertive. Staff should clearly and honestly express their thoughts, feelings and expectations concerning the need for the pupil to not only stop displaying the bullying behaviour, but also make amends with the child who has been experiencing bullying.
- Be confident. It is important to trust that you will be successful in implementing interventions that can have an impact on the pupil's future behaviour. It is always helpful to focus on the behaviour, not the pupil. Involve both the pupil experiencing and the pupil displaying the bullying behaviour in seeking an agreed way forward.
- Assess the situation and its severity level. Determine the appropriate level of response required to manage the situation effectively.

## 9. Interventions: restorative actions and sanctions

The main aim of any intervention is to **RESPOND** to the bullying behaviour that is taking place, **RESOLVE** the concern and **RESTORE** the well-being of all those involved. In selecting an intervention, the School will take account of:

- The level of severity;
- The age and ability of those involved;
- Person(s) experiencing bullying behaviour's wishes;
- Any protected characteristics of those involved, including SEND;
- The pastoral context of those involved;
- Whether an individual pupil or a group is involved;
- The extent to which the behaviour means others continue to feel unsafe;
- The impact on peers and year group dynamics;
- The level of staff confidence and competence in adopting a restorative, behaviour changing approach;
- The support of the parents in adopting a restorative, behaviour-changing approach;
- Whether the pupil displaying bullying behaviour acknowledges the unacceptable behaviour and can be enabled to feel empathy for the pupil experiencing bullying, and act appropriately;
- The willingness to engage in a group intervention such as the Support Group Method;
- The extent to which the young person experiencing bullying can be supported to develop resilience and coping skills, with or without external support.
- The legal status of the act e.g. assault;
- The need to ensure all interventions selected are recorded and outcomes tracked and monitored to assess efficacy of the interventions.
- Whether a child is at significant or immediate risk of harm (see Safeguarding and Child Protection Policy for more detail on child-on-child abuse).

To determine level of severity, staff should take account of the following:

- Previous behaviour;
- The nature (method) of the bullying behaviour – for example, deliberate teasing, excluding or hitting;
- The frequency of the bullying behaviour: daily, weekly or less often.
- The duration of the bullying behaviour: whether over a short or prolonged period of time;

- The perceptions of the child experiencing bullying. It is important to understand the impact of the bullying behaviour to help identify the interventions required.
- Specific intervention guidelines are included in Appendix 3 of this policy.

## 10. PSHEE/RSE

Anti-bullying is taught in PSHEE and RSE in Pre-Preparatory, Junior and Senior Schools. The PSHEE and RSE Policy contains more information and schemes of work are available on the Parent Portal.

## 11. Monitoring and evaluating

All reports of bullying will be logged on CPOMS and will be categorised in a way that will allow careful tracking, monitoring and response planning. Records of incidents should include details such as the type of the bullying, location of the incident, peers linked to the incident, any aspect of online concern and whether there seems to be a discriminatory aspect. Having a centralised system allows us to build a picture of what is happening to pupils.

In Senior School, we will use Student Voice heat mapping software that allows pupils to highlight any areas of concern in school. This will be regularly monitored and action taken to tackle areas of concern.

Bullying will also regularly be included as a focus in our annual safeguarding audit. We will also complete the Haringey Safeguarding Review matrix (which includes a reflection on bullying) annually and reflect on progress and areas that need addressing. We will submit our annual safeguarding review to Haringey annually.

All recent cases of bullying will be reviewed (on an anonymous basis) with the Safeguarding Governor and one other member of the Safeguarding Governor's Committee after each term. These reviews will consider:

- Potential patterns of concern. Where a pattern is identified, we will decide on a course of action. Where appropriate, chronologies will be used to contextualise incidents that have occurred and peer-group mapping exercises will be used to support prevention.
- Whether there are wider cultural issues within the School that enabled the inappropriate behaviour to occur and, where appropriate, extra teaching time and/or staff training could be delivered to minimise the risk of it happening again.
- The extent to which incidents recorded correlate with those identified by pupils in our heat map/survey to allow us to monitor our success at encouraging reporting and plan action to support reporting where it isn't happening.
- A review of the decision-making process in key safeguarding cases.

## 12. Closure of a bullying situation

It is sometimes difficult to identify when it is appropriate to close the case on a bullying situation. This is usually where everyone involved is satisfied that the situation has been appropriately resolved.

Those leading on the bullying situation should make sure their judgement to close the case is based on all evidence available. This decision should be reached in conjunction with the young people involved, their parents and any other relevant agencies involved.

Once resolved, the record of the incident(s), interventions and effectiveness of those interventions should be maintained and attached to CPOMS. Should any further incidents occur at any point in the future, a check of records would show the history of the relationship between the pupils involved, providing valuable information for the planning and implementation of any future intervention.

Where a case is deemed ongoing, further interventions should be considered and implemented.

Following closure, it is good practice to retain an evidence file of the support provided and outcomes achieved should a complaint be raised with regard to the School's failure to follow its Anti-Bullying Policy when dealing with a bullying concern.

## 13. Learning and staff/institutional development

Following the resolution of a bullying situation, it is essential that School staff identify and address any specific professional learning needs arising e.g. staff training, including both targeted development for individual staff and whole school training provision for all members of staff, including teaching and support staff. Reflections on a bullying situation, and on the response to that situation, may indicate the need for institutional and cultural development within the School. For example, an incident may highlight a disconnect between the stated ethos of the School and the practice of members of the School community, including staff, pupils and parents. In such cases, senior management should explore activities to build and strengthen the anti-bullying culture of the School, through the School Development Plan.

## Appendix 1 – Useful Sources of Information

### General

Anti-bullying Alliance

Web: [www.Anti-bullyingalliance.org.uk](http://www.Anti-bullyingalliance.org.uk)

Email: [aba@ncb.org.uk](mailto:aba@ncb.org.uk)

Post: ABA, National Children’s Bureau, 8 Wakley Street, London EC1V 7QE

### Kidscape

Web: [www.Kidscape.org.uk](http://www.Kidscape.org.uk)

Email: [info@kidscape.org.uk](mailto:info@kidscape.org.uk)

Tel: 020 7730 3300

Post: 2 Grosvenor Gardens, London SW1 0DH

### Childline

Tel: 0800 1111

### Specific Issues

- **Cyber-bullying**

#### **Childnet International: advice for parents/carers and children on internet safety**

Web: [www.Childnet.com](http://www.Childnet.com)

Email: [info@childnet.com](mailto:info@childnet.com)

Tel: [020 7369 6967](tel:02073696967)

Post: Studio 14, Brockley Cross Business Centre, 96 Endwell Road, London SE4 2PD

#### **The UK Council for Child and Internet Safety (UKCCIS):**

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

**Think U Know** (CEOP: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk))

**Digizen** (Digital citizenship: [www.digizen.org](http://www.digizen.org))



- **LGBT**

Barnardos: ([www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm))

EACH (Educational Action Challenging Homophobia): [www.each.education](http://www.each.education)

Schools Out (LGBT in Education: [www.schools-out.org.uk](http://www.schools-out.org.uk))

Stonewall Youth (UK LGBT Equality: [www.youngstonewall.org.uk](http://www.youngstonewall.org.uk))

- **SEND**

Mencap (Learning Disability: [www.mencap.org.uk](http://www.mencap.org.uk))

- **Mental Health**

MindEd (Mental Health: [www.minded.org.uk](http://www.minded.org.uk))

Young Minds (Mental health and well-being: [www.youngminds.org.uk](http://www.youngminds.org.uk))

- **Racism and Extremism**

Show Racism the Red Card ([www.srrtc.org](http://www.srrtc.org))

Educate Against Hate ([www.educateagainsthate.com](http://www.educateagainsthate.com))

The Anne Frank Trust ([www.annefrank.org.uk](http://www.annefrank.org.uk))

- **Sexual Harassment and Sexual Bullying**

Ending Violence Against Women and Girls Coalition (EVAW): [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)

Disrespect Nobody: ([www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk))

## Appendix 2 – Investigation Procedure

Where a concern is raised that a young person is experiencing or displaying bullying behaviour, if it is deemed to be serious pupil misconduct the investigation will normally be coordinated by the Deputy Head (Pastoral) in the Senior School or the Principals of the Junior and Pre-Preparatory Schools. Other senior colleagues (provided they are independent of the report) may be nominated by the Deputy Head (Pastoral) or the Principals to carry out the investigation. The outcome of the investigation will be reported to the Head who will, in the most serious cases, decide on next steps in accordance with the Behaviour Policy.

The Head and parents will be informed as soon as reasonably practicable if an incident, complaint or report under investigation is of a nature that could result in a major sanction, such as a temporary exclusion or permanent exclusion from school. Unless the circumstances of the matter or the investigation suggest it would be inappropriate to do so, this will usually be as soon as possible and certainly on the same working day.

For other types of pupil misconduct, the investigation will be led by the Head of Section with the support of Heads of House/Year in Senior School, or relevant pastoral staff lead in the Junior and Pre-Preparatory Schools.

Where the concern is raised by the pupil experiencing bullying behaviour or a peer on their behalf, the investigation would involve:

- Speaking to the person who reported the concern and working with them to agree next steps.
- If agreed that further action should be taken, establishing the facts as far as possible by speaking to those directly involved. This would usually take place before liaising with the pupil's parents to ensure that accurate information could be provided to parents once contacted (as detailed above). See further note below on pupil interviews.
- Where the events are unclear, or one party denies their involvement, speaking to possible witnesses or bystanders.
- Liaising with the parents where appropriate to establish their understanding of events and any additional information which may be relevant, and conducting any further conversations with pupils in response to this.
- Liaising with the parents of those involved and with the pupils to discuss and agree next steps. This may include a phone call, virtual or face-to-face meeting.

Where the concern is raised by a parent, the investigation would involve:

- Liaising with the parent who raised the concern to establish the facts as far as possible and agreeing next steps.
- If it is agreed that an internal investigation needs to take place, this would be conducted as above.

Where the concern is raised by a member of staff, the investigation would involve:

- As far as possible speaking to those directly involved. This would usually take place before liaising with a pupil's parents to ensure that accurate information could be provided to parents once contacted as detailed above.

- Pupils will be given the option of choosing a trusted member of School staff to bring to the meeting with them, for example a form tutor.
- Liaising with parents where appropriate to establish their understanding of events and any additional information which may be relevant.
- Liaising with the parents of those involved and with the pupils to discuss and agree next steps. This may include a phone call, virtual or face-to-face meeting.

Please see Appendix 1 of the Behaviour Policy for further information on: pupil interviews, ethos, safeguarding and welfare, temporary exclusion, staff training, key priorities for staff conducting investigations into serious disciplinary incidents and investigation incidents outside of normal term time.

## Appendix 3 – Intervention Guidelines

Level 1	Level 2	Level 3	Level 4
Unkind behaviour (single incident) or socially unacceptable behaviour which does not meet the definition of bullying.	Bullying behaviour – possibly repeated following a warning, or involving multiple forms of bullying behaviour, or single incident with significant impact or intent.	Serious bullying behaviours – possibly repeated over a period of time, involving multiple young people, bullying which involves a discrimination, harassment and victimisation element, or bullying that is particularly harmful to the person experiencing bullying.	Bullying that is repeated or serious enough that one or more pupils are not or do not feel safe around that pupil or that puts a pupil at significant or immediate risk of harm.
Is likely to lead to:			
Individual restorative consequences with a focus on supporting the pupil to recognise, reflect on and change their behaviours.	Individual and group restorative conversations and actions. Likely also a Friday Detention or Deputy Head’s Detention, linked to restorative work with pastoral staff. Parent(s) will be involved in the conversations and restorative work.	Temporary exclusion for those displaying bullying behaviours, as agreed by the Head and Deputy Head (Pastoral).  Restorative actions involving senior pastoral, inclusion, wellbeing and safeguarding staff. It may also involve referrals to external services for support. Parent(s) will be involved at all stages.  At this level, it is likely there will be numerous individuals involved, including bystanders, so interventions may require one-to-one meetings, small group work and whole class	Permanent Exclusion, as agreed by the Head. Restorative work with those remaining in the School community who have experienced or witnessed the bullying behaviours. Parental involvement. If it is deemed one or more children involved are at significant or immediate risk of harm, a referral to CSC should be made in accordance with the Safeguarding and Child Protection Policy.

		<p>involvement, along with individual support and strength building programmes.</p> <p>If it is deemed one or more children involved are at significant or immediate risk of harm, a referral to CSC should be made in accordance with the Safeguarding and Child Protection Policy.</p>	
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**Pastoral Vulnerabilities:**

Where a case of bullying is reported, staff will consider any additional relevant pastoral context or vulnerabilities of those involved. This will involve speaking to relevant pastoral staff and reviewing CPOMS for any relevant history. Many children who display harmful behaviour towards others are themselves vulnerable and any sanctions that may be applicable in accordance with this policy or the Behaviour Policy will always be accompanied by consideration of appropriate pastoral support. That said, taking disciplinary action and providing support are not mutually exclusive. They can, and will, occur at the same time if necessary.

**Communication of Sanctions:**

We will avoid mass communication (such as assemblies) about bullying issues. We will report back to stakeholders on a termly basis around the sanctions issued but where we are concerned about the impact on specific pupils or a peer group we will work with the pupils and parents on the best ways to communicate this.

**Sanction Monitoring:**

We will undertake termly monitoring of the sanctions and will report to governors. The review will focus on the effectiveness of sanctions and interventions. We will also undertake an ongoing dialogue with older pupils and parents (through the Wellbeing, Inclusion and Safeguarding Committee (WISC) and annual parent and carer focus groups) and will monitoring national trends and consider procedures in light with that.

**Referrals to Children’s Social Care:**

If a child involved is deemed to be at immediate or significant risk of harm, a referral to Children’s Social Care / Police should be made. Staff are aware that anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

**Timescale:**

Sanctions normally follow an investigation being completed and will aim to be communicated within three days. Following the end of an investigation it tends to take a day or two to finalise the decisions. For some lower level misconduct we will rely less on the balance of proof and will not investigate but will sanction quickly.

**Parental Support:**

We benefit from parental support with all sanctions. The sanction system is part of a collaborative approach to support young people to change their behaviour. Parents should engage with the school in an open way regarding all sanctions. They should accept minor sanctions (uniform and misdemeanours) to allow us to apply them quickly and effectively, build trust in the system and encourage effective reporting. The complaints process is always available to parents should they feel the need to take the matter further.

**Restorative Aspects:**

In all cases we will encourage the pupil exhibiting bullying behaviour to reflect on this. This may include a discussion with the victim of the bullying if they are comfortable but may be through a structured conversation with a member of pastoral staff.

## Table of substantive changes

Paragraph	Detail of Change	Date	Owner
Various	Updates to reflect Haringey Policy Review	February 2022	GJR
Various	Updates using NIABF Jan 2022 'Effective responses to bullying behaviour' to emphasise restorative approach	September 2022	RJG
Section 1, 2 and 8	The definition of bullying updated through work with pupils and staff	November 2022	RJG
Various	Updates following Governors Safeguarding Committee meeting	January 2023	RJG
All	Reformatted and full review	August 2023	RJG

# HIGHGATE

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