



Exeter School

Anti-Bullying Policy

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STATEMENT OF INTENT

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

Parents/guardians have an important role in supporting Exeter School in maintaining high standards of behaviour. It is essential that school and homes have consistent expectations of behaviour and that they co-operate closely together. Acceptance of this policy forms part of our standard terms and conditions.

Bullying, harassment, victimisation and discrimination will not be tolerated. The School has a zero-tolerance approach to such behaviour. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school.

Any kind of bullying is unacceptable. The school is aware of the importance of the protected characteristics of an individual or group, and will act to monitor and record any such incidents in order that any policy changes/appropriate action is taken. Where necessary, we will apply the sanctions described in our Behaviour Policy for behaviour that constitutes bullying or harassment of any kind.

This anti-bullying policy is designed to be clear, practicable and sensible. The School's zero-tolerance approach aims to prevent bullying and to deal effectively with bullying if it does occur. We shall do this by:

- maintaining an environment characterised by warmth, positive regard and mutual respect, so that bullying will be less likely;
- raising awareness of bullying through the curriculum and other activities;
- having a clear Behaviour Sanctions Policy, and School Rules for pupils;
- developing effective strategies for recognising and supporting victims of bullying and for recognising and dealing with bullies;
- ensuring that all staff know what to do if they come across bullying, that they treat incidents seriously and that they are consistent in their approach;
- assuring parents and pupils that all reports of bullying will be treated seriously;
- continuing to review this policy on our annual basis and our current practice on an on-going basis and making use of the most up-to-date national guidance. (Preventing and Tackling Bullying: Advice for head teachers, staff and governors, July 2017 and Approaches to preventing and tackling bullying, Case studies, June 2018).

The school follows government guidance with regard to bullying and its policies are compliant with this. (KCSIE 2022 , 'Preventing and tackling bullying: Advice for headteachers, staff and governing



bodies’ – July 2017 and ‘Cyberbullying: Advice for headteachers and school staff’ – Nov 2014 are three key documents. All reference multiple additional resources).

DEFINITION OF BULLYING

Bullying can mean different things to different people and takes different forms, but two major elements are that:

1. bullying normally defined as persistent behaviour, repeated over time which intimidates individuals or groups through verbal, emotional or physical aggression. However, a single incident is also covered by the policy. It is important that appropriate records are kept of single incidents to allow the school to identify patterns/trends (i.e. persistent behaviour)
2. bullying is the wilful, conscious desire to intentionally hurt, threaten or frighten someone else. Bullying may be defined as the intentional hurting, harming or humiliating of another person. It can take the form of targeting protected characteristics (including racial, religious, cultural, sexual, sexist, homophobic or special educational needs / disability related bullying). It may occur directly through physical (including sexual) contact or intimidation, verbal comments and emotional means (by excluding, tormenting or spreading malicious rumours). It can also occur through the use of technology (social websites, email, photos, and text/messaging services/apps, etc) and emotional means (by excluding, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is often hidden and subtle. It can also be overt and intimidatory. Bullying may involve actions or comments that are racist, homophobic, which focus on special education needs and/or disabilities, health condition, home circumstances and their culture or other physical attributes (such as hair colour or body shape). Bullying can happen anywhere and at any time. It can cause serious and lasting psychological damage and even lead to suicide. Harassment and threatening behaviour are criminal offences. We always treat bullying incidents seriously.
3. KCSIE 2022 recognises bullying as a form of **child on child** abuse
 - **Child on child abuse** is most likely to include, but may not be limited to:
 - bullying (including cyberbullying, prejudice based and discriminatory bullying)
 - abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include online elements which facilitates, threatens and/or encourages physical abuse)
 - sexual violence (including sexual assault, rape, and assault by penetration) – see also appendix 2
 - sexual harassment, such as sexual comments, remarks, jokes which may be standalone or part of a broader pattern of abuse. see also appendix 2
 - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party



- consensual and non-consensual sharing of nudes and semi nude images or videos
- upskirting (taking a picture under clothing without permission)
- initiation / hazing type violence and rituals (this could include activities including harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

All of the above could have an online element to a greater or lesser extent by means of online threats and encouragement.

In this policy the word bullying is interchangeable with child on child abuse. The school's procedures for identifying, preventing and dealing with reports of bullying or reports of child on child abuse are the same.

The procedures for recording of reports of bullying and child on child abuse are the same in order to have a clear, transparent system and to allow patterns and trends to be observed and for the school to seek to modify and improve aspects of its provision as indicated by such analysis.

SIGNS OF BULLYING

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

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

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



RECOGNISING THOSE WHO MAY BE VULNERABLE TO BULLYING

Bullies usually pick on vulnerable pupils. Vulnerability is not always visible to adults and the victim may look and behave like any other pupil. Recognition is made more difficult as some victims are 'passive' whilst others are 'active'. Even though it is not always easy, teachers should try to identify those who might be seen as vulnerable.

Pupils vulnerable to bullying may be:

- new to the class or school
- different in appearance, speech or background from other pupils
- suffer from low self-esteem, whether as cause or effect of bullying
- nervous, anxious, insecure – tend to be sensitive and quiet
- younger and weaker than the rest of the peer group – less likely to retaliate
- isolated, lonely or 'loners' – sometimes 'only children' with minimal experience of socialising and who are close to their parents
- appear or have in the past been powerful, aggressive, provocative and disturbed: these are 'active' victims
- evidently more academically able than others

RECOGNISING THOSE WHO MAY BE POTENTIAL BULLIES

Identification of the 'typical' bully is difficult as the background, nature, motivation and actions of bullies can vary considerably. Those who act aggressively and overtly are obviously easier to identify as bullies than those who are more subtle and covert in their actions. Teachers will have to use their experience, training and professional judgement in recognising a bully, who may exhibit the following characteristics:

- is aggressive to peers, teachers, parents and siblings
- likes to dominate, calls out, shows off
- has a positive attitude to violence and exhibits anti-social behaviour
- uses abusive or inappropriate language

Teachers should understand that such behaviour often masks academic or other inadequacies, insecurity, humiliation, the effects of being bullied themselves and other emotional and family problems. Alternatively, such pupils may be academically clever, confident, arrogant, undisciplined at home and spoilt.



PREVENTATIVE MEASURES

Exeter School takes the following preventative measures:

- The School uses appropriate form meetings, house meetings and year group assemblies to explain the school policy on bullying. Our Personal, Social and Health Education (PSHE) and Relationship and Sex Education (RSE) Programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. The programme is structured to enforce the message about community involvement and taking care of each other. It specifically tells pupils whom they should inform if they are being bullied, or are worried that another pupil is being bullied.
- Lessons in some subjects cover the issue of bullying and teach moral and spiritual values that show bullying to be unacceptable and also develop social skills.
- All our pupils are told to tell a member of the teaching staff or their Form Tutor or Head of House at once if they know that bullying is taking place. Every member of staff is trained on how to respond to such allegations as part of their induction training.
- All reported incidents are recorded and investigated at once. We always monitor reported incidents. Records of bullying are kept to enable any possible patterns to be identified.
- Exeter School has a strong and experienced pastoral team of Heads of House, Deputy Heads of House and Form Tutors, supported by the Senior Leadership Team who are trained in handling any incidents as an immediate priority, and are alert to possible signs of bullying.
- As part of their induction, all new staff receive guidance on the School's anti-bullying strategy.
- Our pastoral staff provide support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies.
- Our Pastoral Assistants and School Nurse are part of our pastoral support service, providing specialist skills and support. They can provide advice and counselling support to pupils who can refer themselves to them when they have social, emotional or behavioural concerns, or be referred to them by the pastoral team. The School First Aid Room provides advice on where pupils can seek help, including details of confidential help lines and web sites connecting to external specialists, such as Childline, Kidscape, Get Connected, and the Samaritans. All pupils have access to a telephone helpline in the First Aid Room enabling them to call for support in private.
- Staff are always on duty at times when pupils are not in class and patrol the school site, particularly areas where bullying might occur. They are trained to be alert to inappropriate language or behaviour. The School's Supervision policy sets out the level and nature of supervision of pupils.
- The School provides leadership training to our House Captains and Senior Prefects which specifically covers the importance of offering support and assistance to younger and to vulnerable pupils.
- The School reserves the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the School, involving our pupils



- The School welcomes feedback from parents and guardians on the effectiveness of our preventative measures.

CYBERBULLYING – DEFINITION

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

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

Cyberbullying can involve social networking sites, emails, and mobile phones.

CYBERBULLYING – PREVENTATIVE MEASURES

In addition to the preventative measures described for the prevention of bullying above and details within the school’s **Child Protection (Safeguarding) Policy**, Exeter School seeks to prevent cyberbullying through the following measures:

- All pupils using the school computers must read and agree to the School’s ICT Acceptable Use Policy annually, and a record of this is logged for each pupil.
- All pupils are expected to adhere to its charter for the safe use of the internet. Certain sites are blocked by our filtering system and our IT Department monitors pupils’ use.
- The School may impose sanctions for the misuse, or attempted misuse of the internet.
- All pupils are issued with their own personal school email address.
- The School adheres to the DfE guidelines regarding the teaching of online safety (Teaching online safety in schools, DfE 2019). The School recognised the additional risk of cyberbullying in moving to online learning during school site closure for Summer Term 2019 (due to Covid-19) and made sure to follow guidance and issue advice to pupils and parents about safe and appropriate use of ICT in this context.
- The School offers guidance on the safe use of social networking sites in PSHE lessons, which covers blocking and removing contacts from buddy lists.
- The School offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.
- The use of cameras on mobile phones is not allowed in the showers and changing areas.
- The School provides regular presentations for pupils and parents on online safety and the safe use of the internet.
- Further details on the use of the internet and mobile phones are provided in the Policy on the Use of Mobile Telephones, ICT Acceptable Use Policy and Online Safety Policy.



PROCEDURES FOR DEALING WITH REPORTED BULLYING

Reports of bullying will always be taken seriously. Staff will listen to parents or pupils and assure them that matters will be investigated fully and will take appropriate action. Parents and pupils will be informed of the outcome. Pupils /parents are assured that reporting any incident will not aggravate the situation and that the school will do everything possible to protect the victim and to use the information given with sensitivity and care. If the report does not include the name(s) of the perpetrator(s) then it is explained to pupils/parents that some of the steps of the procedure below are not possible.

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

- The member of staff to whom it was reported or who first discovers the situation, will seek to control the situation and reassure and support the pupils involved. It is important that no victim is ever made to feel ashamed.
- He/she will inform an appropriate member of the pastoral team such as the head or deputy head of house in the senior school and form tutor in the junior school as soon as possible. If this pastoral member of staff considers the report to reach the threshold for reporting then a member of SLT should be informed. This is the Senior / Pastoral Deputy Head in the senior school and the Deputy Head/ Head of Lower or Upper school in the junior school.
 - The threshold for reporting is automatically met if the report is made by a parent and refers to bullying / child on child abuse as defined in this policy. For a pupil report, there is a matter of judgement for the pastoral member of staff to make. Not every unkind word warrants a formal report and the application of this policy. The pastoral member of staff is best placed to talk in a caring manner with the pupil, perhaps monitor the situation for a while and suggest actions which may resolve a small incident. If pastoral members of staff are in any doubt then they should consult with a member of the safeguarding team.
- In serious incidents, the relevant Deputy Head will keep the Head (Headmistress of the Junior School) informed that there has been a report.
- The pupil(s) affected will be interviewed on his/her own and asked to write an account of events or have one written for them by the member of staff dealing with the matter, in the case of younger children.
- The alleged bully, together with all others who were involved, will be interviewed individually, and asked to write an immediate account of events or have one written for them by the member of staff dealing with the matter, in the case of younger children.
- Records of the incident(s) will be assembled to inform the decision making process.
 - These records may include:
 - E-mails / records of phone conversations with parents
 - Pupil statements and staff statements
 - Records from the watching of CCTV
 - Screenshots (of similar) of online evidence



- A summary school record sheet (bullying / child on child abuse) will be completed to give an overview of the report and the actions taken. This sheet is completed by a member of the safeguarding team. This sheet is uploaded onto CPOMS.
- The decision made (documented on the record sheet) will, of course, be considered on a case-by-case basis. It will include consideration for the following elements:
 - The pupil(s) affected will be made to feel safe and secure and given a clear, agreed course of action should the bullying behaviour be repeated or should the pupil receive any adverse comment/reaction to having reported the bullying incident. It is important that the affected pupil has the chance to discuss this. The pastoral team will manage this process and any strategies required and the support which will be ongoing with a check in at a later stage to ensure that the situation is fully resolved.
 - The parents/guardians of the pupil(s) affected should be informed. They should be made aware of the actions the school has taken in line with this anti-bullying policy and of the support in place for the pupil going forward.
 - Where sanctions have been applied to pupils then it is appropriate to inform the pupil affected (and the parents of the pupil affected) that this is the case; that sanctions have been applied according to the school's policy and that the matter is recorded and that any repeat of this behaviour would be taken very seriously. However, it is not appropriate to give details as to the names of those sanctioned or the nature of those sanctions.
 - A sanction may be applied to the perpetrator(s) of the bullying. This will be in accordance with the schools Behaviour Management Policy.
 - The perpetrator will be supported by a member of the pastoral team. The aims of this intervention include:
 - Reflection on the part of the pupil leading to an understanding of the nature of the error made in terms of behaviour and the upset caused
 - The understanding of the sanction: that it rightly marks that the pupil has broken the rule but that it is also an opportunity to 'start again' in terms of behaviour going forward. They will be offered guidance on modifying their behaviour, actions in the future. They will also be told that any repeat of the behaviour or any inappropriate reaction to the sanction would be taken very seriously.
 - Ongoing pastoral support and monitoring by a member of the pastoral team to ensure that the perpetrator knows that they can seek support if they find themselves in a difficult situation or upset state.
 - The parents/guardians of the perpetrator(s) should be informed. They should be made aware of the actions the school has taken in line with this anti-bullying policy and of the support in place for the pupil going forward as described. It will also be made clear that any repeat of the behaviour or any inappropriate reaction to the sanction would be taken very seriously.



- In serious cases parents/ guardians will be invited into school to discuss the matter, and the way forward, including disciplinary sanctions and appropriate counselling, should be agreed. A meeting might also be held involving all the parties, with close staff supervision, to help develop a strategy for all concerned to close the episode.
- In very serious and persistent cases, and only after the Head (or the Headmistress of the Junior School) has been involved, strong sanctions may be necessary such as exclusion, and in such cases it may also be necessary to make a report to the Police or to the Social Services. (see paragraph below: 'Criminal Law')

All data is managed in line with statutory requirements and the school's **Privacy Policy**.

Criminal law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If school staff feel that an offence has been committed they should seek assistance from the police. Such contact would normally be made by the DSL after consultation with pastoral staff and those dealing with the matter in school. The DSL will refer to the document "*NSPCC – When to call the police*" for further guidance as needed.

RAISING AWARENESS OF BULLYING

Pupils: Pupils need to be made aware that the school disapproves of bullying and will not tolerate it, that victims will be supported and that bullies will be punished.

Initial form groupings will take into account the recommendation of previous schools, so that pupils are placed in groups which are likely to prove supportive. Form Tutors should be alert to the formation of cliques of pupils, which are exclusive and designed to keep other pupils out. If form groups are rearranged, due weight will be given to the preferences of pupils and the recommendation of staff in establishing compatible groups. The PSHE and RSE programmes, the curriculum and other activities will be used to raise awareness of bullying, including the following:

- The PSHE and RSE programmes in Y3-11 includes sessions on friendship and managing conflict, appropriate for each year group. Within those sessions, or in Form Periods, pupils should be encouraged to discuss what actions count as bullying and should be helped to understand that it is right to tell a teacher if a pupil is being bullied;
- RE lessons, Assemblies and Chapel: e.g. specific messages from the Bible and examples of 'right living' from other religions / faiths;
- Physical activities and Community Service: e.g. the need for teamwork, sharing apparatus, the importance of skilful, disciplined play rather than rough, aggressive tactics, the ability to lose gracefully and be generous in victory;



- Talks from external agencies, appropriate to various age groups, as part of the PSHE and Citizenship programmes: e.g. the Police, Samaritans, Armed Forces, Health care providers.

Staff: Staff should be especially vigilant when supervising break times, and lunch times, carrying out zonal patrols, walking to and from activities, supervising games and clubs and on off-site visits. Staff should visit their own and other form rooms regularly during times when lessons are not occurring there.

Staff at Exeter School will also be actively encouraged to increase their awareness of bullying and their expertise in dealing with incidents.

- Heads of House, Deputy Heads of House and Form Tutors will look at bullying in general and certain specific incidents in meetings to ensure that approaches to situations are comprehensive and consistent.
- All staff will be reminded periodically that pupils should not always choose teams, or seating or work partners, and that they should vary seating plans to ensure that certain pupils are not isolated. This applies particularly when a class contains an odd number of pupils.
- Year 7 Form Tutors will be asked to arrange activities, including the Dartmoor residential/welcome weekends, to encourage strategies for working together. In other year groups form activities such as charity fundraising can achieve a similar purpose
- Pupils in Y5 and Y6 also have a residential organised for them.
- All staff will be made aware of the need for special vigilance when supervising pupils on an outing, whether for the day or overnight, ensuring that rooming plans chosen by pupils are not used to isolate individuals.
- Staff training / Inset will include 'in-house' sessions run by senior staff and invited professionals from time to time to raise awareness of bullying and its prevention (including online safety and cyberbullying). Staff attendance at professional meetings and conferences will also be encouraged.
- The Head will pass on any advice received from professional bodies such as HMC and DfE to the pastoral staff.

Parents: The management of the School, the atmosphere prevailing in the School and the degree of co-operation and communication between home and School must be such that parents do not worry about their sons and daughters being bullied in School. Parents must feel confident that the School will listen, take their concerns seriously and act against aggressive, bullying pupils; they must feel confident that any victims will be supported and that effective strategies are in place to try to prevent and to deal with instances of bullying. Parental awareness will be raised through:

- Informing them of the existence of the anti-bullying policy and making it available to them.
- Talking to the parents of new pupils at the appropriate new parents meeting about lines of communication and assuring them that any concerns will be taken seriously.
- The school offers regular parental talks on online safety and provides information to parents via the intranet.



- From September 2021 parents will have access the parental wellbeing hub, TeenTips. This provides high quality advice and support.
- Reminding parents that bullying is not acceptable at Exeter School.
- Communication and co-operation with parents of both bullies and those affected by bullying discussing what they can do at home to prompt new behaviour in the bully and to build self-confidence in the victim.