



Anti-bullying Policy

POLICY STATEMENT

Clifton College does not tolerate any form of bullying against pupils or staff. We believe that everyone has the right to live and work at Clifton without fear of harassment and intimidation by other individuals or groups and we aim to provide an environment in which staff and pupils feel happy and safe. We celebrate individual differences and aim to develop each person's talents and abilities.

SCOPE

This is a cross-College policy for pupils. The whole College community is made aware of ways of reporting incidents of bullying.

AIMS AND OBJECTIVES

The aim of this policy is:

- To create and maintain an atmosphere of tolerance, co-operation and mutual respect in which bullying is seen to be unacceptable
- To be vigilant and to deal with incidents appropriately and swiftly
- To protect and safeguard pupils in their use of ICT and e-technology
- To raise awareness of and counter instances of cyberbullying
- To support all parties who are involved in bullying incidents
- To have strategies to deal with bullying as it occurs
- To provide time for reflection and discussion of the policy and offer INSET when needed

LEGISLATION AND GUIDANCE

- Preventing and Tackling Bullying Advice for Headteachers, Staff and Governing Bodies (July 2017) *changed from October 2014*
- Keeping Children Safe in Education (DFE, September 2018)
- The Equality Act 2010
- Guidance for safer working practice for those working with children and young people in education settings (Safer Recruitment Consortium, October 2015)

ROLES AND RESPONSIBILITIES

Housemasters and Housemistresses (HoMs)/member of staff who has the trust of the pupil (Pre-Prep) will:

- Initiate and undertake investigations
- Keep a written record of individuals consulted and actions taken
- Take written statements from those involved
- Report incidents on CPOMS
- Inform parents of any proposed disciplinary action



- Following up incidents and communication with staff, pupils and parents as necessary

The Deputy Head (Pastoral) will:

- Assist the HoM with the investigation and following up incidents where required
- Liaise with other HoMs, the Deputy Heads (Academic), Heads and other agencies as necessary

Other staff members are responsible for:

- Participating in investigations and following up incidents as necessary

Pupils are responsible for:

- Reporting incidents their HoM or other member of staff
- Contacting their HoM, a member of the ICT Department or a member of SMT/SLT if an email is sent to them in error

The Head of the Pre-Preparatory has particular responsibility for children in the Early Years Foundation Stage.

LINKS WITH THE CURRICULUM

The promotion of the values of tolerance and teamwork permeate every aspect of education at Clifton. More specifically, pupils have a chance to discuss bullying as part of the PSHE programme of study.

RELATED POLICIES AND DOCUMENTS

- Rewards and Sanctions Policy
- School Rules
- Pupil Mobile Phone Policy
- E-Safety Policy
- Electronic Device Acceptable Use Agreement
- Safeguarding and Protecting Children Policy
- Searching and Confiscation Policy and Guidance

DISSEMINATION AND IMPLEMENTATION

All members of the teaching staff share a responsibility for the implementation of the College's Anti-bullying Policy. Behaviour expectations are made clear to pupils through School Rules and a copy of the policy is published on the College website.

MONITOR AND REVIEW

This policy is regularly monitored to ensure that it is working as effectively as possible. It will be reviewed annually and at other times in the intervening period as necessary.



Anti-bullying Procedures

WHAT IS BULLYING?

“Bullying is 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, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.” - DfE Preventing and tackling bullying (July 2017)

Ofsted defines bullying as “aggressive or insulting behaviour by an individual or group, often repeated over time, that intentionally hurts or harms.” Perpetrators and victims may include adults as well as children. Bullying may take a number of different forms, the principal ones being verbal and cyber bullying, physical and manipulative. Perception of the situation by the victim may be distorted, but the experience is very painful and difficult to defend against.

Bullying often focuses on individual differences. In this respect it undermines the College’s work in promoting tolerance and understanding in the community. Bullying may seize upon aspects of physical shape or appearance, or focus on parental, cultural or ethnically-based lifestyles. It may dwell upon race, religion or nationality. Sexual bullying may involve misogyny or homophobia, or focus on alleged sexual attractiveness or lack of it.

Research suggests that a large number of incidents of intimidating behaviour such as name-calling or “dirty looks” actually take place in classrooms when the teacher is present. This emphasises the need for constant awareness and vigilance by staff.

Signs of bullying may include changes in behaviour such as: becoming shy and nervous, taking unusual absences or clinging to adults, anxiousness about coming to school or fear of lessons; a request to change study, dormitory or class; deterioration of academic work; books, clothes or other possessions missing, damaged or destroyed, unexplained physical injuries; sitting or eating alone; being late for school; a refusal to say what is wrong.

Cyberbullying is a 'method' of bullying, rather than a 'type' of bullying. It includes bullying via text message, via instant-messenger services and social networking sites, via email, and via images or videos posted on the Internet or spread via mobile phone. It can take the form of any of the previously discussed types of bullying, i.e. technology can be used to bully for reasons of race, religion, sexuality, disability, etc.

Verbal and **cyberbullying** may involve name calling or “banter”, make use of written notes, e-mails, mobile telephone messages or postings on social networking websites and may include threats of physical violence.

Physical bullying often consists of deliberate jostling, bumping, pushing or shoving. Those responsible often maintain that it is accidental when it first comes to light. It is a criminal



offence where it involves assault, actual bodily harm, or wounding. It may involve theft or damage to property, accompanied by the threat of violence or by the abuse of power.

Manipulative bullying manipulates social networks with the intention of insulting, excluding, ostracising or marginalising individuals from their friends and normal relationships. It may involve the spreading of rumours or malicious accusations.

In accordance with the College's Code of Conduct for Staff who Work with Children and Young People, members of staff are asked to set an example of respect, kindness and courtesy, to ensure that proper discipline is maintained and to help to monitor all areas of the school. Staff should be vigilant about the location and the geography of bullying and aim to promote an open and honest anti-bullying ethos across the school at all times. Reported incidents should be dealt with promptly, with relevant staff being informed, as applicable. We ask parents to support this policy and to assist by reporting incidents or bringing their concerns to us at an early stage.

PREVENTION

Listening: There are many opportunities for Clifton pupils to be heard. The "Who Can I talk to?" poster, which is displayed around school buildings and in Houses, provides all students with clear guidance on where to seek support.

Feedback: Periodically, from Year 4 onwards, we receive pupils' feedback via a confidential questionnaire. Notices in Houses and at the back of the Prep Diary remind pupils to whom they might talk (or write) if they feel unhappy or anxious.

Counselling: Counselling can play an important part in supporting both the victim and the perpetrator of bullying. The College uses the services of three trained counsellors: Mrs Tracey Richardson and Mrs Hattie Appleby (in the Upper School), and Miss Laura Denmead (in the Preparatory School), who are independent.

Education: Use of curriculum opportunities, such as the College's PSHE programme, to discuss issues related to Human Rights, moral responsibility and for drawing out anti-bullying messages. Weekly assemblies, Chapel addresses and tutor/mentor groups provide further reinforcement and opportunities for discussion. In addition, both the Preparatory and Upper School may deliver age-related initiatives that aim to address specific issues.

Training: Members of staff receive regular updates on Safeguarding. The Praepostors in the Upper School and Twelves in the Preparatory School also receive Safeguarding training.

DEALING WITH INCIDENTS

The outcome that is sought is understanding and a change of behaviour. Immediate action will be taken where there is clear evidence that bullying has taken place; sanctions may or may not be appropriate, depending on the circumstances.



Investigation will usually start with the HoM (at Pre-Preparatory level it may be appropriate for a member of staff who has the trust of the child to initiate the investigation), who will talk to individuals and/or groups. Pupils will always be allowed to state their opinions and feelings.

If a search is required then the policy and guidance on searching and confiscation should be followed.

A written record is kept and written statements should be taken from those involved. These will be reported on CPOMs <https://cliftoncollege.cpoms.net> to the HoM, DSL, DDSL and other linked staff.

If there is evidence that the incident is sufficiently serious to require discipline at a School level, parents will be informed and investigation may continue with the Deputy Head (Pastoral) and HoM.

Any sanction that is applied will depend on the severity and history of the incident(s) and might involve any of the range of measures which are available.

The Deputy Head (Pastoral) will liaise with other Housemasters/mistresses (HoMs), the Deputy Heads (Academic) and Heads as necessary. Other agencies may also be contacted.

The Head of the Pre-Preparatory has particular responsibility for children in the Early Years Foundation Stage.

BYSTANDERS

The issue of being a bystander or accessory is addressed with all pupils. Pupils are encouraged to respect one another and this includes when they are using electronic devices.

FOLLOWING UP INCIDENTS

This is likely to involve communication between staff: the Heads, Deputy Heads, HoMs and other linked staff.

It will often be appropriate to speak to the pupils involved, either individually or in groups and to bring perpetrators and victims together in an atmosphere of trust so that they can discuss their feelings openly.

Normally contact will be made by the respective HoMs with the parents/guardians of both the victim and the perpetrator.

Thereafter vigilance and monitoring will be important to ensure that there is no repetition or unpleasant consequences and that the victims feel safe.



If a pupil is found to have made a malicious allegation against a member of staff then appropriate disciplinary action will be taken in consultation with the Heads, Deputy Heads and HoMs and might involve any of a range of measures that are available.

CYBERBULLYING

Visual evidence after cyberbullying has taken place should be retained and pupils should be encouraged to pass the evidence to a member of staff or their parents. In some cases, it will be necessary to contact mobile phone companies, Internet service providers or social networking sites. Members of the IT staff can help in this regard.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Head, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

The following advice should be given to those experiencing cyberbullying:

Not to retaliate or reply but retain the evidence.

To block or remove offenders from buddy lists.

To review the information given out.

To make sure to tell a trusted adult.

To keep calm and not to let the bully see a reaction.

If the person responsible for the bullying is identified, sanctions will be applied under the College's Rewards and Sanctions Policy.

The following sanctions might be implemented, depending upon the nature and severity of the bullying:

Confiscating equipment such as mobile phones.

Withdrawing access to the Internet for a set period of time.

Limiting use of the Internet for a set period of time.

Contacting the police, CEOP.

Where the cyberbullying is sufficiently severe, informing external agencies such as social networking or email member sites.



Support will be provided for the victim. This may include meeting the bully to discuss what has happened and agreeing a way forward. It is important that all children and staff recognise that when an incident of 'cyberbullying' takes place it is dealt with swiftly.

E-MAILING AND INSTANT MESSAGING

Pupils should never reply to unpleasant or unwanted emails and should not open files from people they do not know. They should also not open files which have been sent to them in error and in these circumstances they should contact their HoM, a member of the ICT Department or a member of SMT/SLT to report the incident. When writing e-mails or instant messages, pupils are taught to think carefully about the content. Pupils are taught that when angry or distressed, they might send something likely to cause further anguish; on these occasions they should leave the computer and discuss the issue with someone else.

SAFEGUARDING CHILDREN AND YOUNG PEOPLE

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's Designated Safeguarding Lead and report their concerns to First Response and work with them to take appropriate action.

First Response contact number: 0117 903 6444

BULLYING WHICH OCCURS OUTSIDE COLLEGE PREMISES

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Head should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.



FREQUENTLY ASKED QUESTIONS

Q: Should we prioritise tackling some types of bullying over others?

A: Immediate physical safety obviously comes first. All bullying, whatever the motivation or method, is unacceptable and should not be tolerated. Some issues will be more familiar to schools than others and this guidance points to other specialist organisations for further information about how to tackle specific types of bullying.

Q: Should I discipline pupils for bullying outside the school?

A: Yes. If an incident of bullying outside the school premises or online is reported to the school, it is important that it is investigated and appropriate action is taken. This will send a strong signal to pupils that bullying will not be tolerated and perpetrators will be held to account.

Q: How can we involve parents more in our anti-bullying work?

A: Schools should talk to parents about their anti-bullying policy and make it available to them and prospective parents as part of their behaviour policy. Schools should ensure that parents know what measures are being taken to prevent bullying, as well as how incidents are responded to, and may also encourage positive messages about good behaviour and respect for others at home.

Q: Should I record incidents of bullying?

A: Staff should develop a consistent approach to monitoring bullying incidents in their school and evaluating whether their approach is effective. All incidents of bullying and perceived bullying will be recorded on CPOMS.