ANTI-BULLYING POLICY (including EYFS)

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PREPARATORY SCHOOL

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Policy Review Amendments

Date of Amendment	Amendment
October 2109	• Dates on front cover • Page 3 Point 5 (Additional Point) In particular it is noted that peer-on peer abuse can be a form of bullying and, in line with the school's Safeguarding Policy, any peer-on-peer abuse will be treated as a safeguarding matter and passed to the Designated Safeguarding Lead. Please refer to the safeguarding Policy for further information on peer-on-peer abuse. • Page 4 Point 3 (Additional Point) You should treat others as you would hope to be treated yourself in an atmosphere of mutual respect. If an incident occurs you should do what you can to show your disapproval of bullying • Page 4 Point 5 (Additional Point) It is important to recognise that there is culpability if you see or are aware of bullying but do nothing about it. Neglecting to act makes the bystander complicit in the bullying. If you are aware of bullying happening in the school it should immediately be reported to a member of staff. • Page 6 Second paragraph now states See section 7 • Page 6 fifth paragraph now refers to RPS • Page 7 Additional first paragraph about Peer-on-peer abuse. • Page 7 Point 3 (number change) • Page 9 Under Point L now refers to Section 8 at end of paragraph • Page 9 Point 4 (number change) • Page 10 Point 5 (number change) • Page 11 3rd Point now references KCSIE 2019 • Page 11 Point 6 (number change) and additional sentence added 'this includes adding the appropriate information regarding all pupils involved in the incident on Cpoms. • Page 11 Point 7 (number change) • Page 12 Point 12 (number change) • Page 17 Points 9 & 10 (number changes) • Page 18 Point 11 (number change)
October 2020	• Dates on front cover • Page 4 Anti Bullying Guidance for staff update to DFE policy now showing 2017 • Page 7 additional information added to types of bullying. • Page 7 CSE added to Sexual Abuse • Page 11 3rd Point now references KCSIE 2020
November 2021	• Dates on Front Cover • P7 - New paragraph added under 'Types of bullying' • P8 – New point added under verbal about 'Banter' • P11 – KCSIE updated to show KCSIE 2021 • P18 – New point 11 added about complaints procedure and point 12 updated as was previously point 11.
September 2022	• Update to cover KCSIE 2022 – specific to peer/peer abuse, now called Child on Child abuse.
November 2022	• Statement wording change in second bullet point

September 2023	• Dates on Front Cover • Update to cover KCSIE 2023 • Page 8: Types of Bullying Safeguarding Policy updated to show 2023. • Page 11: Section 5, Procedures for dealing with reported bullying; changes to where bullying reports and documentation is securely kept. • Page 17: Changed Bursar to Clerk to the Governors
October 2024	• Dates on Front Cover • Update to cover KCSIE 2024
September 2025	• Dates on Front Cover • Update to cover KCSIE 2025
November 2026	• Dates on Front Cover • Update to cover KCSIE 2026

BLUNDELL'S PREP ANTI-BULLYING STATEMENT

- Bullying and unkindness whether physical or emotional are entirely unacceptable at Blundell's Prep. It conflicts sharply with the school's principles and we will always treat it seriously.

- Bullying is behaviour by an individual or group, that intentionally hurts another individual or group physically or emotionally.

- Bullying can take many forms, such as that it intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer – it may occur directly or through cybertechnology (social websites, mobile phones, text messages, photographs and email)

- Stopping violence and ensuring immediate physical safety is obviously the school's first priority but emotional bullying can be more damaging than physical; the school has to make its own judgements about each specific case.

- In particular it is noted that Child-On-Child abuse can be a form of bullying and, in line with the school's Safeguarding Policy, any child-on child abuse will be treated as a safeguarding matter and passed to the Designated Safeguarding Lead. Please refer to the safeguarding Policy for further information on Child-On-Child abuse.

- Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship, which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

- Bullying can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. However, it is also considered to be bullying when careless or reckless behaviour unintentionally causes the same effects as intentional actions.

- Bullying is often hidden and subtle. It can also be overt and intimidatory.

- Bullying can happen anywhere and at any time and can involve everyone - pupils, other young people, staff and parents.

- All members of Blundell's Prep have the right to enjoy their lives free of bullying and harassment. Anyone who feels bullied or intimidated has the right to expect the School to listen and to act promptly and sensitively to deal with the problem.

  We believe that everyone should treat others as you would hope to be treated yourself in an atmosphere of mutual respect.
  The School will investigate any incidents, including those, which occur outside normal school hours or off the premises.

- If you feel that you are being bullied, talk to someone: your Form Teacher or subject teacher, a TA, the Head of Pre-Prep, the Deputy Head (DSL) or the Head Master. It is also right for you to talk to your parents about it, and for them to discuss it with the school.

- If you find it difficult to talk to anyone at school or at home then you can phone the 24 hour Childline service on 0800 1111. All calls are free and confidential and trained counsellors will help any young person with a problem.

- You should treat others as you would hope to be treated yourself in an atmosphere of mutual respect. If an incident occurs you should do what you can to show your disapproval of bullying.

- Bullying will never stop if it is kept secret and no one faces up to it. If you think someone else is being bullied, talk to a member of staff or trusted adult about it. We guarantee that whistle-blowers who act in good faith will not be penalised and will be supported.

- It is important to recognise that there is culpability if you see or are aware of bullying but do nothing about it. Neglecting to act makes the bystander complicit in the bullying. If you are aware of bullying happening in the school it should immediately be reported to a member of staff.

ANTI-BULLYING POLICY & GUIDELINES FOR STAFF

Your attention is drawn to the DfE guidance 2017 'Preventing and Tackling Bullying' DfE website www.education.gov.uk

Aims and Objectives

At Blundell's Prep School staff, parents and children work together to create a happy, caring, learning environment. Bullying, either verbal, physical or indirect will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. Research has shown that time and time again the extent of bullying in schools is greatly underestimated.

At Blundell's Prep, our community is based upon respect for others, good manners and a sense of decency. 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 their 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 and guardians have an important role in supporting Blundell's Prep 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. This policy is available to parents of pupils and prospective pupils on our website and on request. It is also available and known to all staff and adults who work within the School.

Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other interested people; safety is of paramount importance. Staff are also encouraged to talk openly with each other and always have the opportunity to seek advice from colleagues. Through regular staff meetings the welfare and happiness of the pupils is always an agenda item and is discussed with action being taken as necessary. On rare occasions, cases of bullying may be long running and consequently these open lines of communication are crucial in all areas of the school.

At Blundell's Prep, we always treat bullying, including allegations of bullying very seriously, regardless of whether it is physical or emotional. It conflicts sharply with the school's policy on equal opportunities, as well as with our social and moral principles. Bullying can be so serious that it causes psychological damage, eating disorders, self-harm and even suicide, and, whilst bullying is not a specific criminal offence, there are criminal laws, which apply to harassment and threatening behaviour.
We reserve 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.

Bullying is discussed and studied as an integral part of the School's PSHE curriculum in every year group. Every child is encouraged to identify an adult with which they can confide their feelings. Furthermore, every child is reassured that it is their safety that is of paramount importance so if they need to disclose an instance of bullying they are confident that there will be no repercussions to them. This has been proved to reduce the impact of any bullying and to create an atmosphere of openness. It also speeds up the process with which any instances are dealt with, thereby reducing the impact on the child and their family. Children are also taught that at times they may find themselves in the role of the bystander and, that by doing nothing to prevent the act of bullying or unkindness they are condoning the act and thereby compliant in the act. The children in Blundell's Prep School are encouraged to seek the help of an adult whenever they see an incident about which they are unhappy or uncomfortable.

Guidance for Staff

All new members of staff will be given guidance on the school's anti-bullying policy and in how to react to allegations of bullying at Induction. They will be required to read the school's policy as part of their induction. Further training will occur on staff INSET days. Further reading and information is available in Section 9, 10 & 12.

Flagrant cases of bullying are fortunately not normal features of life at Blundell's Prep, but we should be aware that it can happen at any time, and that patterns of bullying, once established, can easily repeat themselves, even to the extent that those who have suffered themselves may in their turn cause others to suffer.

Discreet but constant vigilance is therefore essential and is an important part of our role in the school. Teachers should arrive on time for lessons and be alert to signs of horseplay: the pupil who waits alone outside the schoolroom (or who hangs about after the lesson) may well be a victim.

Similar considerations apply to games, and other activities. The less structured times of the day, meal times, break at the end of the day, are moments when bullying and unkindness can occur. There may also be places where pupils are more at risk, such as changing rooms or classrooms and areas such as the playground or school fields. It is therefore important for teachers to keep an eye on things unobtrusively. We should be alert to any inappropriate language or behaviour or other dubious practices and never acquiesce to them. We should always be aware of and reflect on our own behaviour in case it might unintentionally trigger bullying.

Peer-group bullying is most likely to occur among the younger pupils - as the pecking order develops. We should also be aware that some pupils could be more vulnerable than others; those who are shy, come from an over-protective background, are different in some way, behave inappropriately with others or even show off expensive possessions. They may well need our guidance about how to adapt their behaviour to avoid or deal with bullying and unkindness (see Section 7)

It is important that as a school we act with consistency about bullying. Discussions between the Deputy Head / Head of Pre-Prep and Staff should ensure that reaction is immediate before matters have a chance to escalate, and that minor incidents are dealt with; this should reduce the occurrence of more serious bullying.
The reporting of all incidents enables Senior Staff to have a clear picture of bullying incidents and associated patterns of behaviour throughout the school in order to take suitable actions.

1. ACTIONS TO PREVENT BULLYING

Pupils need to be aware that both staff and any adults working within the school disapprove of bullying behaviour and will act if bullying is brought to their notice. An anti-bullying ethos should be in place, reinforced by all adults; something that takes time and a drip-feed approach - repeated plugging of the theme with pupils. The majority of children who are not involved are the most effective preventative and protective force in countering the problem. A clear understanding is therefore essential. All new pupils (including our youngest pupils) are briefed thoroughly on the school's expected standards of behaviour. They are told what to do if they encounter bullying.

The issue is an important part of the PSHE syllabus. What bullying can involve, its causes and results and strategies to deal with it will be explored in detail with all our pupils. The programme is structured to enforce the message about community involvement and taking care of each other. Elsewhere in the curriculum in subjects such as RPS, English and Drama opportunities should be taken to explore issues of diversity and difference - discussing what schools and society can do to end discrimination.

Pupils should be listened to carefully and opportunities be provided for them to express views and opinions whether it be in lessons, in Form time or informally. Use is made of pupil surveys to find out the extent of any bullying problems, so we can we can work to reduce them.

Our trained School Counsellor is an important part of our pastoral support service, providing specialist skills of assessment and counselling. She is available to give confidential advice and counselling support when there maybe social, emotional or behavioural concerns.

The School Chaplain will give support and guidance to pupils of all faiths (and those with none) who are able to refer themselves to him / referred to by members of staff, perhaps at a time of family break-up, sickness or bereavement. The Chaplain will provide confidential advice and seek to encourage the development of tolerance, understanding and respect for others in a multi-faith community.

2. CHILD-ON-CHILD ABUSE

Child-On-Child abuse is abuse by one or more pupils against another pupil. It can manifest itself in many ways and can include bullying (including cyber bullying), physical abuse, initiation/hazing violence and rituals, sexting, sexual assault, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment. Blundell's believes that all bullying and Child-On-Child abuse is unacceptable and must be dealt with in this context. Abusive comments and interactions should never be passed off or dismissed as "banter" or "part of growing up". Nor will harmful sexual behaviours be dismissed as the same or "just having a laugh" or "boys being boys".

Please refer to Behaviour and Safeguarding policies for further information and clarification.

3. DETECTING 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 spoilt 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)
- Diminished levels of self confidence
- Frequent visits to the office 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.

Types of Bullying (See section 9 of Safeguarding Policy 2026 for more details)

We strongly believe that any and all discrimination is wrong and has no place in society. Instances of bullying based on discrimination will be dealt with firmly. Specific examples of discrimination include but are not limited to:

A. Racial

- Racist taunts, graffiti, gestures, name-calling, "jokes" and offensive mimicry, even against food, music, dress and customs.
- Physical threats or attacks.
- Wearing of provocative clothing or ornaments,
- Bringing racist leaflets, literature of all sorts or magazines into school.
- Inciting others to behave in a racist way.
- Refusing to cooperate in work, sport, activities and/or play

B. Sexual ('CSE')

- Unwanted physical contact or sexually abusive comments.
- Innuendoes and propositions
- Name-calling
- Looks and comments about appearance, attractiveness and appeal
- Upskirting
- Material that is indecent, pornographic and/or sexually explicit.
- In its most extreme form, sexual assault or rape.

C. Homophobic

Homophobic bullying can be seen as a sub section of Sexual bullying, as there are many similar behaviour traits, however it is also a behaviour of its own. All members of the Blundell's Prep community need to be alert to sexual bullying based around sexual orientation, whether or not the person being bullied is gay, lesbian or bisexual. Generally, Homophobic bullying looks like other sorts of bullying, but in particular in can include:

- Abusive comments focussing on sexuality.
- Verbal abuse – including spreading rumours, malicious gossip and/or suggestion
- Physical abuse – including threatening behaviours and physical abuse
- Cyberbullying – such as using online media to spread rumour/allegation.

D. Special Educational Needs and disability

- A focus on those who receive Learning Support, have learning difficulties or a physical disability.
- Comments made during all lessons with the intention of demeaning and/or belittling the victim.
- Abusive comments made in reference to the victim's perceived intelligence.

E. Cultural

- Abusive comments relating to cultural background, place of birth or accent. This will include the bullying of young carers or looked after children, or otherwise related to home circumstances, including adopted children.
- Offensive reference to cultural traits.
- Comments, offensive imitation or denigration of any and all cultural traditions.

F. Religious

- Abusive comments concerning religious beliefs and religious practices.
- Offensive comments about someone's religious customs

G. Verbal

- 'Banter': It should be noted that abusive comments and interactions may not be passed of as mere 'banter'. Such comments referring to a person's race, religion, sexuality, culture, special educational needs or because a child is a carer are not acceptable and will be treated as bullying matters.
- Words or actions intended to hurt and upset another person. Such as: name calling, sarcasm, spreading rumours, teasing, taunting, threatening to cause harm, a focus on a disability, sexual innuendo and reference of any nature, derogatory and/or deliberately humiliating comment. This may include references to a person's appearance, perceived intelligence and sporting/artistic abilities or health conditions.
- Comments about other's perceived inferiority in all areas of life in School and out.

- Whispering about someone either behind their backs or deliberately in front of them

H. Social

- Leaving someone out on purpose
- Telling other children not to be friends with someone
- Refusing to share equipment or seats with someone
- Hiding someone's belongings on purpose
- Spreading rumours about someone
- Giving nasty looks to someone, designed to upset and isolate the victim
- Embarrassing someone in public

I. Physical

- Hitting/kicking/punching
- Spitting
- Tripping/pushing
- Taking or breaking someone's belongings
- Making mean or rude hand gestures

J. Gender

- Abusive or unkind comments because of gender, also the School recognises that children who are questioning their gender may require sensitive and thoughtful support and may have additional pastoral or safeguarding needs. Any safeguarding concerns, including concerns relating to mental health, bullying, discrimination, family difficulties or other vulnerabilities, will be considered in the usual way.

  Where a child or their parents raise a request relating to social transition, including a request concerning names, pronouns or uniform, the School will consider the individual circumstances of the child carefully, with their best interests, safety and wellbeing at the centre of decision-making. The DSL will be involved at an early stage where there are safeguarding considerations, and appropriate clinical advice will be considered where available.

  Decisions and agreed arrangements will be recorded and kept under review.

  In considering any request or arrangements, the School will have regard to KCSIE 2026, its safeguarding duties and its obligations under the Equality Act 2010 and Human Rights Act 1998. The School will also comply with the requirements relating to single-sex toilets, changing facilities, sport and boarding or overnight accommodation.

K. Where a child is adopted or is a carer

- Unkind comments or remarks about a child's parental situation or lack of biological parents.

L. Cyberbullying

"Cyberbullying is the use of Information Communications Technology (ICT) particularly mobile phones and the internet deliberately to upset someone else"

Cyberbullying is a 'method' of bullying, rather than a 'type' of bullying. It includes bullying via text message, via instant-messenger services and social network 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. (For More information, please see section 8)

M. Serious Violence

All staff should be aware of indicators which may signal that children are at risk from, or involved with, serious violent crime. These may include persistent absence from education, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant changes in wellbeing, unexplained injuries, unexplained gifts or new possessions, weapons, peer conflict, bullying and criminal exploitation. Disrupted education, including suspension, exclusion or alternative provision, may increase vulnerability. Where concerns arise, the DSL should consider an appropriate risk assessment and safety or behaviour support plan, liaison with relevant external agencies, and any heightened risks outside school hours.

N. Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered, or is at risk of suffering abuse, neglect or exploitation. Schools have an active role to play in supporting the mental health and wellbeing of pupils. While only appropriately trained professionals should attempt a diagnosis of mental health problems, staff who have concerns about the mental state of a pupil should pass these concerns on in line with the protocols set out in the Safeguarding policy. Staff should also be aware that children who have suffered abuse, neglect, or other traumatic childhood experiences, may experience a long-lasting impact on their mental health. A link to official Government guidance to support pupils in this way can be found in Section 22 of the Safeguarding Policy.

4. SHARING ANY CONCERNS

Pupils should be encouraged to "tell" an adult when bullying occurs. Friends of victims should be encouraged to do the telling, if necessary: this is difficult and pupils usually jib at it, but the more it occurs the more acceptable it becomes. We should guarantee that whistle-blowers who act in good faith will not be penalised and will be supported. Others in a year group / school community should be reminded how important it is to let someone know if a problem recurs.

Any staff or pupils who witness any form of bullying, however minor or who are at all concerned about any behaviour should report it to the Head of Pre-Prep / Deputy Head. These incidents may be part of a bigger picture of which the Head of Pre-Prep / Deputy Head may be aware.

Members of the community (Pupils, staff and parents) need to be mindful that the school expects any knowledge of bullying to be reported. A bystander who does not report bullying is complicit in the act.

Parents should be made aware on their child's arrival in the school of the importance of keeping lines of communication with all teachers open so that any unhappiness of which they hear can be investigated and where necessary dealt with quickly.

How do bullies act, in some cases?

- Sometimes alone, sometimes in groups.
- Bullies often get others to do their bullying for them, they have the ideas but do not want to be caught bullying.
- They come in all shapes and sizes, all ages, boys, girls, men and women.

- Bullies are not always obvious; sometimes they appear to be popular. Often it is the case that the bullied child seeks approval from the bully.
- Bullies like having power over people.
- Bullies occasionally act out behaviour that they have seen and consequently may not understand the full impact of their actions or realise that what they are doing is wrong and hurtful. In these cases, the school will act as a united educator and role model.

5. PROCEDURES FOR DEALING WITH REPORTED BULLYING

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully. In all cases the safety and continued security of both parties is of paramount importance to the School. Each case of bullying is a unique problem, but the set guidelines on how to deal with it are as follows:

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 control the situation, reassure and support the pupils involved.
- If the matter comes to light at home then the parent is encouraged to communicate this straight to their child's form teacher
- He/she will inform the Deputy Head or Head of Pre-Prep as soon as possible. In very serious incidents, the Head should be informed at this stage.
- The victim will be interviewed on their own and asked to write an account of events if they are able to do so. If they are too young then notes will be taken of the conversation.
- The bully, together with all others who were involved, will be interviewed individually and asked to write an immediate account of events.
- The incident should be recorded on a School Bullying Incident form and signed and dated before forwarding to the Head. The Deputy Head or Head of Pre-Prep will then receive a copy and they are responsible for keeping all records of bullying and other serious disciplinary offences, securely online with a password document protected file. The deputy Head also has a safeguarding secure filling cabinet to secure any paper documents or safeguarding information.
- The victim will be interviewed at a later stage by the Deputy Head or Head of Pre-Prep, separately from the alleged perpetrator. It will be made clear to them why revenge is inappropriate. They will be offered support to develop a strategy to help them.
- The alleged bully will be interviewed at a later stage by the Deputy Head or Head of Pre-Prep, separately from the victim, and it will be made clear why their behaviour was inappropriate and caused distress. They will be offered guidance on modifying their behaviour. If appropriate a disciplinary sanction will be given as set out in the school's Behaviour Management Policy. In particularly serious and/or persistent cases, the bully should expect permanent exclusion.
- The parents/guardians of all parties should be informed and invited into school to discuss the matter. Their support should be sought.
- Sanctions for the bully may include withdrawal from favoured activities, loss of playtimes and privilege time, suspension or exclusion from school, depending on the perceived severity of the incident(s).
- A way forward, including disciplinary sanctions and counselling, should be agreed. This should recognise that suitable support is needed both for children who are being bullied and for pupils who bully others. Further reading and information is available in **Section 9**

- A meeting involving all the parties, with close staff supervision, could be helpful in developing a strategy for all concerned to close the episode. Discussion needs to be honest and open. The school would never attempt to hide bullying incidents it recognises.
- The relationship between Form Teacher and pupil is key, and an honest and open dialogue will be encouraged. Weekly Form Periods and daily five-minute form meetings at the end of the day, provide opportunities for issues to be discussed and addressed. Daily communication at the school gate between staff, parents and pupils alike allows for clear and consistent lines of communication, reducing the likelihood of issues of bullying going unresolved.
- A monitoring and review strategy will be put in place.
- In very serious cases, and only after the Head has been involved, it may be necessary to make a report to the Police or to the Social Services. In line with Keeping Children Safe in Education 2026 a bullying incident should be addressed as a child protection concern where a child is suffering, or is likely to suffer, significant harm.

However, it is the policy of Blundell's Prep School to attempt to resolve such issues internally under the school's own disciplinary procedures, unless the matter is of such gravity that a criminal prosecution is likely. If this is the case, then the School's Safeguarding Policy should be referred to for guidance with regards to making a submission to the Devon Front Door Service. The school may exclude a pupil, either temporarily or permanently, in cases of severe and persistent bullying and in the event that the support put in place for the bully does not result in the modification of behaviour to an acceptable level.

6. RECORDING AND MONITORING INCIDENTS OF BULLYING

All bullying incidents and our response to them should be recorded by the Deputy Head (DSL) on a School Bullying Incident form, which should be forwarded to the Head. The Deputy Head will keep a central record of all incidents so that patterns of behaviour can be identified and monitored this includes adding the appropriate information regarding all pupils involved in the incident on Cpoms. The incident record will occur under the name of the pupil who was bullied and also the perpetrators. All staff have access to these files and so if they have any concerns they can check the file, but they are reminded that if they witness any form of bullying however minor or are at all concerned about any behaviour they should report it to the pupils' form teacher as soon as possible. These incidents may be part of a bigger picture of which the form teacher will need to be aware.

7. MEASURES TO HELP VICTIMS OF BULLYING

It can be helpful to try to identify those likely to be bullied and try if possible to minimise the characteristics that might make them susceptible. This can be either pre-emptive action or part of the way victims can be helped not to attract bullying in future. The literature identifies "passive" (unassertive in their peer groups) and "provocative" (hyperactive) victims.

Discussion might help them to:

- Realise that they need to help themselves
- Be positive and assertive
- Be less selfish
- Be less aggressive
- Maintain friendships
- Understand non-victim body language

Regular meetings with an adult to discuss progress can help. Reference to the Kidscape booklets such as 'You can beat bullying' and 'Stop bullying' may be useful.

Remind the pupils that if they find that they are bullied again then they should:

- Try to remain calm and look as positive as they can
- Be firm and clear – look the bully in the eye and tell them to stop
- Get away from the situation as quickly as possible
- Tell an adult or monitor what has happened straight away.

The best thing that can be said is that Blundell's Prep is an environment where there is a general understanding clearly exemplified by the community that bullying is unacceptable.

8. CYBER BULLYING POLICY

Schools have an important role to play in equipping children and young people to stay safe online both in school and outside, including when they are at home. Internet safety is integral to the school's ICT curriculum and is embedded in PSHE. External speakers are also regularly engaged to address pupils and staff on this topic. The school ensures that when accessing the internet, terrorist and extremist material is filtered out to keep children safe.

Blundell's recognises that online safety is an integral part of safeguarding. The school's approach considers the four areas of online risk: content, contact, conduct and commerce. Filtering and monitoring arrangements are maintained in accordance with the Department for Education's filtering and monitoring standards and are reviewed regularly for effectiveness. The school also considers emerging online risks, including generative artificial intelligence (AI), AI-generated or digitally altered content, deepfakes, misinformation and disinformation. Staff receive appropriate online safety training, and pupils are taught how to stay safe online through the curriculum, including PSHE/RSE, and are expected to comply with the School's ICT Acceptable Use Policies. The DSL takes lead safeguarding responsibility for online safety and for understanding the filtering and monitoring systems and processes in place. The Director of IT oversees the technical filtering and monitoring arrangements, with safeguarding concerns escalated through the school's safeguarding procedures.

The Governing Body will regularly review the effectiveness of the school's filtering and monitoring systems and ensure that the DSL and relevant staff understand their respective roles and responsibilities in relation to online safety.

Introduction

Pupils agree to adhere to the Pupils' Acceptable User Policy and breeches of this agreement may result in pupils being temporarily banned from using the internet.

Definition

"Cyberbullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else."

Department for Children Schools and Families

Cyberbullying can have a serious impact because of a number of factors including:

- Invasion of personal space
- The anonymity of the bully
- The ability to broadcast upsetting messages and images rapidly to a potentially huge audience and to continue to do so repeatedly over a long period of time.

Cyberbullying can take a large and varied number of forms, such as:

- Threats and intimidation via electronic means
- Harassment or cyberstalking
- Sexting
- Vilification/defamation
- Setting up website pages to invite other to post derogatory comment about a pupil
- The sending of insulting and vicious text messages
- Exclusion or peer rejection
- Impersonation
- Unauthorised publication of private information and/or images (including 'Happy Slapping')
- The posting of fake and/or obscene photographs of the victim on a social networking site
- Hacking into social networking sites and removing and circulating material which may be embarrassing or personal
- Manipulation
- 'Chatting on line'

Whilst some cyberbullying is clearly deliberate and aggressive it must be recognised that some incidents of cyberbullying may be unintentional and the result of simply not thinking about the consequences of any or all actions.

All pupils will need reminding that under the Malicious Communications Act 1988 it is an offence for a person to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat or information which is false and known or believed to be false by the sender.

Preventing Cyberbullying

Members of the Blundell's Prep community will understand and discuss cyberbullying through:

- The sharing of the definition of cyberbullying
- The discussion of cyberbullying and its forms
- The learning of our responsibilities in the use of ICT, and the sanctions for its misuse
- Agreed rules will be followed when using ICT (see Acceptable Use of ICT Policy) and during Computing lessons

Policies and Practice:

- Annual reviews will be made of our strategies to tackle Cyberbully and the Acceptable Use of ICT Policy
- Records will be made of cyberbullying incidents - through all staff members in coordination with the teachers of Computing and the Deputy Head.
- Pupils will be encouraged to report incidents of cyberbullying and there will be active promotion of reporting incidents through the school's PSHE and Computing programme.

- The promotion of the positive use of technology will be encouraged.
- The exploration of safer ways of using technology will be carried out.
- The Pupils' School Council will be used as a way of sharing information in this area

The prevention of cyberbullying will be promoted through discussion and pupil activities around what cyberbullying is and how it differs from other forms of bullying.

Blundell's Prep School reserves the right to monitor pupils' use of the internet on a routine basis.

The misuse of technology will be subject to the school's disciplinary regime and will be considered a serious offence. Pupils will be held personally responsible for all material that they have placed on a web site and for all material that appears on a web site of which they are an account holder.

Misconduct of this kind outside of school will be liable to school discipline if the welfare of other pupils or the culture or reputation of the school is placed at risk and sanctions may include confiscation of mobile phones or restrictions on the use of the internet.

Education:

Education and discussion around the responsible use of technologies and e-safety are key to preventing cyberbullying and helping children and young people deal confidently with any problems that might arise, whether in or out of school. The School will publicise progress and cyberbullying prevention activities to the whole-school community.

Members of the school community will be encouraged to follow the following advice which is displayed throughout the school.

1. Always respect others - be careful what you say on line and what images you send.
2. Think before you send - whatever you send can be made public very quickly and could stay online forever. Remember: "If you wouldn't say it in assembly then don't send it online."
3. Think before you post.
4. Treat your password like your toothbrush - keep it to yourself. Only give your mobile number or personal website address to trusted friends.
5. Block the bully - learn how to block or report someone who is behaving badly.
6. Don't retaliate or reply!
7. Save the evidence - learn how to keep records of offending messages, pictures or online conversations.
8. Make sure you tell:

- An adult you trust, or call a helpline like Childline on 0800 1111 in confidence
- The provider of the service; check the service provider's website to see where to report incidents.
- Your Computing teacher, form teacher or Deputy Head / Head of Pre-Prep - they will be able to help.

If you see cyberbullying going on, support the victim and report the bullying. How would you feel if no one stood up for you?

Responding to Cyberbullying

Investigating incidents - the aggrieved

The person being bullied should keep examples of texts or emails received to aid an investigation.

To contain the spread of cyberbullying consideration must be given to -

- Contact the service provider or host (e.g. the social networking site)
- Confiscate phones
- Contact the police (in relation to illegal content)

Members of the school community will be advised on steps they can take to avoid recurrence. This will include-

- Not to retaliate or reply
- Being provided with appropriate contact details of service providers
- An awareness of changing contact details, blocking contacts, or leaving a chatroom.

All allegations of bullying will be taken seriously.

Working with the perpetrator and sanctions

Steps should be taken to change their attitude and behaviour as well as ensuring access to any support that is required.

The following factors should be considered when determining the appropriate sanctions:

- The impact on the victim: was the bully acting anonymously?
- Was the material widely circulated and humiliating?
- How difficult was controlling the spread of the material?
- The motivation of the bully: was the incident unintentional or retaliation to bullying behaviour from others?

Technology-specific sanctions for students engaged in cyberbullying behaviour could include limiting internet access for a period of time. Professional judgment will be used in choosing from a range of strategies to remind individuals and groups of their responsibility to prevent bullying and help deal with it if it happens. Parents of both the aggrieved and the perpetrator (where known) will be informed so that the process of restorative justice can be implemented at an early stage. External agencies will be involved when this is deemed appropriate especially where there has been a breach of criminal law.

Preventive Measures and disciplinary procedures:

Misuse of the Internet or mobile phones will normally be dealt with internally, and usually involves a suspension from using computer facilities and confiscation of the phone/camera.
Blundell's Prep has a disciplinary procedure and cyberbullying is subject to that regime.

The school reserves the right to monitor internet usage and to examine mobile phones if abuse is suspected.
Pupils will be held personally responsible for all material they have placed on a web site.
Misconduct out of school hours will be subject to school discipline if it infringes on the personal liberties of other children and parents must remain vigilant.
The school reserves the right in extreme cases to report the matter to external bodies and will do so under the guidance laid out in our Child Protection Policy.

Incidents:

Victims of cyberbullying should report the offence to the Deputy Head, Head of Pre-Prep or the Head Master or anyone they feel will listen. Evidence should be preserved. Discretion must be

maintained and too support for the victim, but confidentiality cannot be guaranteed especially if cases are externally referred.

The Head of ICT will:

- ensure that all pupils are given clear guidance on the use of technology safely and positively both in school and beyond including how to manage their personal data and how to report abuse and bullying online.
- provide training sessions for parents/carers on online safety and the positive use of technology through talks at school and organised parental events.
- ensure the school's ICT Acceptable Use Policy is reviewed annually.
- provide annual training for staff on the above policies and procedures.
- provide annual training for staff on online safety.
- plan and deliver a curriculum on online safety in ICT lessons which builds resilience in pupils to protect themselves and others online.
- support form tutors in delivering elements of the PSHE curriculum on online safety which builds resilience in pupils to protect themselves and others online.

The IT Network Manager will:

- ensure adequate safeguards are in place to filter and monitor inappropriate content and alert the Designated Safeguarding Lead to Safeguarding issues. The school uses Smoothwall to filter all internet access. Smoothwall records access to prohibited sites, which enables the IT Network Manager to report issues immediately to the Designated Safeguarding Lead.
- ensure that visitors to the school are given clear guidance on the use of technology in school. This includes how to report any safeguarding issues to the Designated Safeguarding Lead. Visitors will be given highly restricted guest accounts which will not allow any access to personal data and that any misuse of the system will result in access to the system being withdrawn.

The Clerk to the Governors will:

- ensure the school manages personal data in line with statutory requirements. The school is aware of its duties under the Data Protection Act (1998). Careful consideration will be given when processing personal information so that the individual's privacy is respected where it needs protection. Access to the personal information will only be given to those who need it. The principles of the Data Protection Act will be applied when processing, collecting, disclosing, retaining or disposing of information relating to a pupil or member of staff.

The School Governors will:

- appoint a governor in charge of Safeguarding who will work with the Designated Safeguarding Lead to ensure the policies and practices relating to safeguarding including the prevention of cyberbullying are being implemented effectively.

Guidance for Parents/Carers

It is vital that parents/carers and the school work together to ensure that all pupils are aware of the serious consequences of getting involved in anything that might be seen to be cyberbullying. Parents/carers must play their role and take responsibility for monitoring their child's online life.

- Parents/carers can help by making sure their child understands the school's policy and, above all, how seriously the school takes incidents of cyberbullying.
- Parents/carers should also explain to their children legal issues relating to cyberbullying.

- If parents/carers believe their child is the victim of cyberbullying, they should save the offending material (if need be by saving the offensive text on their computer or on their child's mobile phone) and make sure they have all relevant information before deleting anything.
- Parents/carers should contact the school as soon as possible. Please contact the Deputy Head or Head of Pre-Prep in the first instance.
- If the incident falls in the holidays the school reserves the right to take action against bullying perpetrated outside the school both in and out of term time.
- Parents/carers are invited to attend training on online safety delivered by the Head of ICT.
- The school will ensure parents/carers are informed of the anti-bullying policy and the procedures in place in this policy to deal with all forms of bullying including cyberbullying.

E-Safety at Home

Several sites offer helpful advice to parents/carers, particularly with respect to how they can best monitor their child's use of the computer at home. Here are some parents/carers might like to try:

www.thinkyou.know.co.uk/parents
www.saferinternet.org.uk
www.childnet.com
www.anti-bullyingalliance.org.uk
www.nspcc.org.uk
www.cyberangels.org

Recording incidents

All incidents of bullying/cyberbullying will be recorded by the member of staff involved and communicate immediately to the Deputy Head who will record the incident on a School Bullying Incident Form. The same process for recording any other form of bullying will be followed – see **Section 5** all incidents will be monitored by either the Head of Pre-Prep or Deputy Head

9. Staff awareness of the policy

This document forms part of the Staff Handbook and all new members of staff receive a copy from the Head Master on appointment. The Deputy Head is responsible for reviewing the whole school policy on bullying annually. The Prep school takes part in National Anti-Bullying Week (renamed 'Kindness and Tolerance Week throughout Blundell's Prep School) during November of each year and during this time the staff take an active role in activities.
All staff are required to read this policy upon its annual review and regular reviews of the school's Rewards and Sanctions procedures are carried out at termly Form Teacher meetings.
Staff training in all matters of child behaviour is a frequent theme of Inset Days and this is carried out in conjunction with the School's Safeguarding training which is carried out every other year.

Preventative Measures against Bullying

- Kindness and Tolerance week every November, including a School assembly given by Monitors from the Senior School.
- Pupil Kindness Charter (see appendix 1) to be signed by every child in the School during the first month of them joining the School.
- Weekly Staff Meetings in which children are discussed

- Kindness and Tolerance week topics, devised in partnership between Senior School Monitors and Prep School Prefects
- Changing rooms monitored
- Form Teacher liaison through dedicated Form Times, lessons and curriculum
- PSHE Lessons with Form Teacher
- Duty staff encouraged to be vigilant and to patrol play areas
- Buddy System
- Staff sitting with children during lunch
- Children encouraged to identify with an adult
- E-Safety Seminar
- Weekly meetings between Deputy Head and School Prefects
- Open Policy for children to talk to adults, with all children encouraged to have at least one adult in which they can trust.
- Continued emphasis on kind behaviour and what acts are kind and what are not.
- Continued emphasis on encouraging the children to think carefully about what they are about to say.

10. Anti-Bullying Policy - Parent Advice

Bullying is a difficult and potentially controversial area for all schools and although we work incredibly hard to ensure that the vast majority of children are happy and confident at Blundell's Prep Preparatory School, we are always conscious of this problem. It does exist and it may do in a variety of forms. We have confidence in our pastoral care here, but we will always be looking to improve it. We would like to urge parents to use the following guidelines.

- Talk to your child regularly, so any problem is easier to share. However, encourage them to focus on 'two positives/stars and a wish'.
- Listen to what they say but do not jump to conclusions.
- Encourage your child to feel good about themselves. We are all different, but equally important. We are continually striving to improve the confidence and self-esteem of all of the children and we hope that this policy will continue to achieve that.
- If you feel your child is being bullied, or is a bully, talk to your child's Form Teacher or a member of the school staff and explore the options. Do not stay silent.
- If your child is a victim, assure them it is not their fault and that you will do something to help.
- Be realistic in your expectation if the school has agreed to sort it out. On-going problems can take time to sort out.
- Try to be assertive with us as a school, not aggressive. Without a good working relationship between parents and school the situation could deteriorate which will not help anybody.
- Please remember that children may not solve this problem alone. They need support from all of us together.

11. Complaints Procedure

Parents and pupils are encouraged to use the complaints procedure (which is published on our website) if they feel that their concerns about bullying (or anything else) are not being addressed properly.

12. Bullying Information, Support and Help-lines

Outside agencies offering support are:

Childline: 0800 1111
NSPCC: 0800 800 5000
Samaritans: 08457 90 90 90
Connexions: 080 8001 3219

Advisory Centre for Education – (Advice line for parents on all matters concerning schools)
LC Aberdeen Studios,
22 Highbury Grove,
London N5 2DQ.
Tel: 0207 704 9822
Tel helpline: 0207 354 8321 (Mon-Fri 2-5 pm).

Anti Bullying Campaign – (Advice line for parents and children)
185 Tower Bridge Road,
London SE1 2UF.
Tel: 0207 378 1446 (9.30 am - 5.00 pm).

Children's Legal Centre – (Publications and free advice line on legal issues)
Tel: 01206 873 820 (Mon-Fri: 10 am - 12.30 pm and 2 pm - 4.30 pm).

Kidscape
2 Grosvenor Gardens,
London, SW1W ODH.
Tel: 0207 730 3300
Fax: 0207 730 7081
Has a wide range of publications for young people, parents and teachers.
Bullying counsellor available Monday to Friday, 10-4.

Parentline Plus
520 Highgate Studios,
53-79 Highgate Road,
Kentish Town,
London, NW5 1TL.
Tel: 0808 800 2222
National helpline for parents: (Mon-Fri 9-9; Sat 9.30-5; Sun 10-3).

Websites:
There are numerous useful sites for which updated links can be found on the DfE website at www.dontsufferinsilence.com

Useful reading:
`Bullying; Wise Guide', by Michele Elliott
`Don't Pick on Me: How to Handle Bullying', by Rosemary Stone
`Your child bullying', by J Alexander
`101 Ways to deal with bullying', - a guide for parents, by M Elliott
`Keeping Safe: A practical guide to talking with children', by Kidscape
`Helping children cope with bullying', by S Lawson
`Confident children: a parents' guide to helping children feel good', G Lindenfield `Bullying and how to fight it: A Guide for families', by A Mellor

`Fighting, teasing and bullying: Simple and effective ways to help your child', by J Pearce
`The bullying problem: How to deal with difficult children', by A Train

The school has already been through the policy with all the children in the Prep School during assembly time and this will be followed up in PSHEE and Form time. All children are constantly reminded of kindness and consideration to others at all times. This is covered in assembly and with form teachers.

Appendix 1

Blundell's
PREPARATORY SCHOOL

Kindness Charter

As members of Blundell's Prep School we understand the importance of being kind to everyone at every opportunity. With this in mind we have created the following charter for everyone to sign up to and to follow:

1. I will always think of the needs of others before my own.
2. I will always include others in my thoughts and actions.
3. I will follow the school's Kindness and Tolerance Days of the Week.
4. I will always help others with their studies, sport and lives in School.
5. I will always say "Please" and "Thank-you".
6. I will always think before I Act.
7. I will always make sure others in the School are safe.
8. I will be careful of my manners at all times.
9. I will make sure we all look after each other.
10. I will do my best to make sure everyone is happy and is having fun in School.

Signed:

Blundell's Prep School Council

Blundell's Preparatory School
Milestones House
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EX16 4NA

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E.mail: prep@blundells.org

www.blundells.org/prep

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