Blundell's

FOUNDED 1604

ANTI-BULLYING POLICY

Applicable to:	Senior School
Name of Sponsor:	Second Master
Date of Last Review:	1st September 2026
Date for Next Review:	1st September 2027 (earlier if appropriate)
Governing Body Oversight:	Yes
Date Approved by Governing Body:	14th November 2025
Date of Next Governing Body Review:	13th November 2026
Published Internally:	Yes
Published on School Website:	Yes

Blundell's Anti-Bullying Statement

- Bullying and unkindness whether physical or emotional are entirely unacceptable at Blundell's. It conflicts sharply with the school's principles and we will always treat it seriously.
- Bullying is behaviour by an individual or group, usually 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 or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between pupils, or perceived differences.
- 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 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. 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 Housemaster or Housemistress, your Tutor, your Boarding House Manager (Matron), a Monitor, the Chaplain, the Second Master or the Head. 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. Other people who may be able to help you are listed in the Personal Problems Procedures printed in the front of the School Calendar.
- 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 a monitor 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.
- The school has an obligation to support both victim and perpetrator, and takes this obligation seriously.

This statement is displayed in all Boarding Houses in poster format – see Appendix 1

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Anti-Bullying Policy & Guidelines For Staff

Your attention is drawn to the DfE guidance 2017 'Preventing and Tackling Bullying' DfE website Preventing bullying - GOV.UK

Aims and Objectives

At Blundell's, 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 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 staff and boarders, including junior and recently appointed staff.

At Blundell's, 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. It is also noted that in the case of child-on-child abuse, bullying can also have safeguarding implications.

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.

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.

Flagrant cases of bullying are fortunately not normal features of life at Blundell's, 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 and the weekend, are moments when bullying and unkindness can occur. There may also be places where pupils are more at risk, such as changing rooms or dormitories and workrooms. It is therefore important for tutors

or a trusted senior pupil to keep an eye on things unobtrusively. We should be alert to any inappropriate language or behavior 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 with SEN; 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 6).

It is important that as a school we act with consistency about bullying. Discussions between the Second Master and House 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.

1. ACTIONS TO PREVENT BULLYING

Pupils need to be aware that both staff and senior pupils 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. Pupils must be reminded that initiation ceremonies designed to cause pain anxiety or humiliation are unacceptable.

The 'Blundell's Anti-Bullying Statement' is issued to all new pupils and their parents and is published on noticeboards around the school. All new pupils (including boarders and our youngest pupils) are briefed thoroughly on the school's expected standards of behaviour. They are told what to do if they encounter bullying. Bullying will be discussed at House Meetings and it will also be covered by the Head in Latin Prayer or in a talk to a year group when necessary.

Our Medical Centre, all our boarding houses, and central noticeboards display advice on where pupils can seek help, including details of confidential help lines and web sites connecting to external specialists, such as Childline. Advice is also published in the front of the School Calendar and in the Pupil Planners, and is covered further in the RSE Policy

The issue is an important part of the PSHE syllabus and is covered further in the RSE Policy. What bullying can involve, its causes and results and strategies to deal with it will be explored in detail with all the junior 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 RS, 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 Tutor 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.

Houseparents should ensure that tutors, matrons and any other house staff share their views and know what to do and how far their discretion lies. Cases and problems can be discussed at tutor meetings with the matron present.

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 to pupils who can refer themselves to her when they have social, emotional or behavioural concerns. On occasion, a member of the pastoral team may refer a pupil to her.

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, perhaps at a time of family break-up, sickness or bereavement. The Chaplain will provide advice and seek to encourage the development of tolerance, understanding and respect for others in a multi-faith community.

All members of Year 12 receive anti-bullying guidance at the beginning of the Sixth Form as part of the Safeguarding talk given by the Designated Safeguarding Lead. Often adults will not need to deal with minor cases of bullying when senior pupils are aware and active. They need to agree as to what bullying is and to be conscious that they can deter it both through their example and stated discouragement, but also through their vigilance and the care they take of younger members of the house. Additional courses of action include:

a. Discussion of bullying at Monitors training sessions or other meetings where the School's view is clearly stated. Are Monitors' boundaries on the subject the same as yours? Are they aware that there are always two sides to every story if not more, that what may seem funny to a potential bully and perhaps to themselves may not be to the victim?
b. Discussing particular cases of unhappiness with Monitors and enlisting their advice, support and/or action in dealing with the problem.
c. Advice to senior pupils as to what action is appropriate in particular circumstances (see section 4). It should include the extent of their discretion in dealing with cases of bullying.

2. CHILD-ON-CHILD ABUSE

Child-on-child abuse is abuse by one or more pupils against another pupil. Child-on-child abuse can take many forms, including bullying and cyberbullying, abuse within intimate personal relationships, physical abuse, serious physical assault or threats of harm, sexual violence, sexual harassment, harmful sexual behaviour, the sharing of intimate images or videos (including AI-generated or manipulated images), upskirting, and initiation or hazing rituals. 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 the Safeguarding Policy for further details on child-on-child abuse and the management of allegations.

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 Sanatorium 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.

4. DISCRIMINATION

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:

Racism

Examples of racism that we need to be alert to include:

- Verbal abuse by name-calling, racist jokes and offensive mimicry
- Physical threats or attacks
- Wearing of provocative badges or insignia
- Bringing racist leaflets, comics or magazines into school
- Inciting others to behave in a racist way
- Racist graffiti or other written insults, even against food, music, dress or customs
- Refusing to cooperate in work or in play

Sexual bullying

Sexual bullying can have the following characteristics:

- Sexual innuendoes and propositions
- Abusive name-calling
- Looks and comments about appearance, attractiveness (e.g. emerging puberty)
- Pornographic material, graffiti with sexual content
- In its most extreme form, sexual assault or rape

Homophobia

We should 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 it can include:

- Verbal abuse - including spreading rumours that someone is gay, suggesting that something or someone is inferior and so they are 'gay'- e.g. 'those trainers are so gay!'
- Physical abuse – including hitting, punching, kicking, sexual assault, and threatening behaviour.
- Cyberbullying – using on-line spaces to spread rumours about someone or exclude them. Can also include text messaging, including video and picture messaging.

Special educational needs and disability

We should be alert to the fact that pupils with special educational needs or disabilities are often at greater risk of being bullied than other pupils on the basis of their educational difficulties or disability.

Cyberbullying – (see **Section 8**)

With constantly advancing technology we must be alert to this unpleasant and particularly intrusive form of bullying. Cyberbullying can involve Social Networking Sites, like Snapchat, Instagram, Facebook and Twitter, TikTok, WhatsApp, emails and mobile phones, used for SMS messages and as cameras.

'Banter'

It should be noted that abusive comments and interactions may not be passed off as mere 'banter'. Such comments referring to a person's race, religion, ethnicity, sexuality, culture, special educational needs or because a child is a carer are not acceptable and will be treated as bullying matters.

5. SHARING ANY CONCERNS

Pupils should be encouraged to "tell" when bullying occurs, if not the Housemaster or Housemistress or another adult, then a senior pupil. Friends of victims should be encouraged to do the telling, if necessary: this is difficult and pupils often baulk 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 should be reminded how important it is to let someone know if a problem recurs.

Any staff or senior pupils who witness any form of bullying, however minor or who are at all concerned about any behaviour should report it to the pupils' Housemaster or Housemistress. These incidents may be part of a bigger picture of which the Housemaster or Housemistress 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 the Housemaster or Housemistress open so that any unhappiness of which they hear can be investigated and where necessary dealt with quickly.

6. PROCEDURES FOR DEALING WITH REPORTED BULLYING

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

- The member of staff or senior pupil to whom it was reported or who first discovers the situation, will control the situation, reassure and support the pupils involved.
- He/she will inform the relevant Houseparent or another appropriate member of the pastoral team as soon as possible. Any concern that may constitute child-on-child abuse or involve significant harm should be reported directly to the DSL or Deputy DSL, in accordance with the Safeguarding and Child Protection Policy.
- The Houseparent who is leading the investigation should inform the Houseparents of any other pupils involved in the incident as soon as possible so that they may be involved in the interview process. The Second Master should also be informed. 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.
- The alleged bully, together with all others who were involved, will be interviewed individually and asked to write an immediate account of events.
- 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 (KCSIE 2026) a bullying incident should be addressed as a Safeguarding concern where a child is suffering, or is likely to suffer, significant harm.
- The incident should be recorded on a School Bullying Incident form and signed and dated before forwarding to the Head. The Second Master will then receive a copy and he is responsible for keeping all records of bullying and other serious disciplinary offences.
- The victim will be interviewed at a later stage by a member of the pastoral team, 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 a member of the pastoral team, 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 behavior. If appropriate a disciplinary sanction will be given as set out in the school's Behaviour Management Policy; for example, withdrawal of privileges or suspension. 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.
- 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.
- A monitoring and review strategy will be put in place.
- In line with KCSIE 2026 all child-on-child abuse will also be treated as a Safeguarding matter.

It is the policy of Blundell's 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 Multi Agency Safeguarding Hub (MASH). 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.

7. RECORDING AND MONITORING INCIDENTS OF BULLYING

All bullying incidents and the School's response will be recorded appropriately and securely in CPOMS. Where a bullying incident raises safeguarding concerns, the matter will be recorded in accordance with the School's Safeguarding and Child Protection Policy and the School's safeguarding recording procedures. Records will be shared only with those who need the information in order to safeguard and support pupils. Records will be reviewed periodically to identify patterns, repeat incidents or emerging concerns. In addition, the Second Master keeps a central record of all incidents so that patterns of behaviour can be identified and monitored.

8. MEASURES TO HELP VICTIMS OF BULLYING

The School will provide appropriate support to pupils who have experienced bullying. This will be tailored to the individual pupil and may include regular contact with a trusted adult, pastoral support, counselling, practical strategies to increase their sense of safety, and appropriate support within the House and wider school community.

The pupil's views and wishes will be listened to and taken into account, while recognising that safeguarding considerations may require the School to take action even where a pupil is reluctant to report or pursue a concern.

The School will monitor the situation following an incident and review the effectiveness of the support provided.

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

9. CYBERBULLYING POLICY

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 (at least initially) 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

Forms of Cyberbullying

Cyberbullying may take different forms, including but not limited to:

- Threats and intimidation via electronic means
- Harassment or 'cyberstalking'
- Sexting

- Vilification/defamation
- Setting up website pages or social media pages to invite others 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 or images (including 'happy slapping')
- The posting or sharing of fake and/or obscene photographs of the victim on a social media
- Hacking into social networking sites and removing and circulating material which may embarrassing or personal
- Manipulation
- "Chatting" on line e.g. through Social Network/Gaming Sites etc.

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.

Pupils may 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 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)

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 Housemasters/mistresses to the Second Master in line with other bullying incidents
- Pupils will be encouraged to report incidents of cyberbullying and there will be active promotion of reporting incidents through the school's PSHE 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 prevention of cyberbullying will be promoted through discussion and student activities around what cyberbullying is and how it differs from other forms of bullying. Cyberbullying education will be delivered through PSHE lessons, Year Group Events and through ICT lessons.
Blundell's School reserves the right to monitor pupils' use of the internet on a routine basis and to examine mobile phones where there is reason to suspect abuse. 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.
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:
   a) An adult you trust, or call a helpline like Childline on 0800 1111 in confidence
   b) The provider of the service; check the service provider's website to see where to report incidents
   c) Your Housemaster/mistress - 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 or removing the right to bring a mobile phone into school. 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.

Recording incidents

All incidents of cyberbullying will be recorded by the pupils' Housemaster/mistress on a School Bullying Incident Form. The same process for recording any other form of bullying will be followed – see Section 5. Incidents will be monitored by the Second Master.

10. COMPLAINTS PROCEDURE

Parents and pupils are encouraged to refer to our Complaints Policy (which is published on our web site) if they feel that their concerns about bullying (or anything else) are not being addressed properly.

11. BULLYING INFORMATION, SUPPORT & HELP-LINES

Additional sources of guidance and information:

Outside agencies who can offer support are:

Childline: 0800 1111
NSPCC: 0800 800 5000
Samaritans: 08457 90 90 90
Connexions: 080 8001 3219
Map safe routes to school (software available from MAP IT Ltd 01487 813745)

Advisory Centre for Education (ACE)

ACE Education, 72 Durnsford Road, London, N11 2EJ
Tel helpline: 0300 0115 142 (Mon-Wed 10am-1pm).
Advice line for parents on all matters concerning schools

Children's Legal Centre

Tel: 01206 714650
Publications and free advice line on legal issues.

Coram 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.

Stand up to Bullying
www.standuptobullying.co.uk
Advice for parents and children about dealing with bullying.

Bullying UK
www.bullying.co.uk
Telephone: 0808 800 2222
Advice and help for parents and children

Children's Commissioner
www.childrenscommissioner.gov.uk
Telephone: 020 7783 8330
Promotes and protects the rights of children

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

12. LINKS TO OTHER RELATED POLICIES

Safeguarding
Whistleblowing
Health and Safety
Missing Child
Acceptable IT Use
Rewards and Sanctions
Behaviour Management
Complaints
RSE Policy
Exclusions Policy

Updates/Review Changes:

1) Autumn 2019 – minor amendments(spelling, dates etc) – no major policy changes
2) Autumn 2020 – minor format and typing errors updated plus KCSIE dates updated plus dates
3) Autumn 2021 – inclusion and updating of Section 4 and renumbering of subsequent sections plus reference to inclusion of RSE Policy
4) Autumn 2022 -dates updated, change peer-on-peer to child-on-child, inclusion TikTok and WhatsApp, removal reference to Pupils E-Safety Committee
5) Autumn 2023 – dates updated
6) 14th November 2024. References to KCSIE 2024 updated.
7) 10th September 2025. Annual Update and review.
8) Autumn 2026 – amendments (spelling, dates, KCSIE 2026, Boarding House Managers etc). Changes to Sections 2 (strengthening definition of Child-On-Child Abuse), 6 (reporting), 7(recording) and 8 (victims) to bring into line with KCSIE 2026

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Appendix 1

ANTI-BULLYING STATEMENT POSTER FOR DISPLAY IN BOARDING HOUSES

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

- Bullying may be defined as: behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group, either physically or emotionally.

- Bullying:
    a. Can be hidden and subtle, but it can also be overt and intimidatory.
    b. May involve actions or comments that are racist, sexual or sexist, homophobic, which focus on religion, cultural background, special educational needs and disabilities or other physical attributes.
    c. Can happen anywhere and at any time and can involve everyone - pupils, other young people, staff and parents.

- All members of Blundell's 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. The School will investigate any incidents, including those which occur outside normal school hours or off the premises.

<u>If you feel you are being bullied then there are many people you can talk to:</u>

Housemaster/ Housemistress	**Tutor**	**House Manager/ Matron**	**The Chaplain**	**The Second Master**	**The Head**	**Your Parents**

If you find it hard to talk to someone at school, you can always call Childline on 0800 1111. All calls are free and confidential, and trained counsellors will help any young person with a problem.

KEY PRINCIPLES:

- 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 to a Monitor about it. We guarantee that whistle-blowers who act in good faith will not be penalised and will be supported.

- Bullying is a very serious offence. At its worst it can lead to depression and even suicide. The worst forms of bullying may be considered criminal offences and the Police will be involved. Pupils who continue

to bully others can expect to face the most severe sanctions, including permanent exclusion from the School.