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**Policy: Anti-Bullying Policy**

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**1. Introduction**

West Buckland is committed to providing its pupils with a caring environment within which each individual can flourish. Everyone has the right to be treated with kindness and respect and to be effectively supported. Bullying, of any kind, is deemed unacceptable and will always be taken seriously and acted upon. We investigate all accusations of bullying, whether on or off the school premises, including cyber-bullying.

**2. Aims**

- 2.1. To ensure a safe environment for all students at West Buckland.
- 2.2. To emphasise the fundamental importance of establishing and maintaining a positive, caring ethos within the school.
- 2.3. To maintain an atmosphere where bullying is regarded as unacceptable, to raise general awareness so that the whole school community can play its part in recognising bullying and bullying behaviour and to take action when it occurs by preventing or responding appropriately to it.

**3. Objectives**

- 3.1. To ensure that all pupils, parents, teaching and non-teaching staff and governors can recognise what bullying is, know what the school policy is on bullying and what to do if it occurs.
- 3.2. To conduct training for staff to maintain the high profile of the anti-bullying policy and to introduce new initiatives.
- 3.3. To build understanding and discussion of anti-bullying and related topics into the PHSE programme.
- 3.4. To confirm frequently through house and other school pastoral teams that pupils will always be supported if bullying is reported.
- 3.5. To ensure that whenever someone knows that bullying is happening, someone is told about it or something is done.
- 3.6. To work with other professional agencies when necessary to keep children safe as described in the Children Act 1989, the SEN and Disability Act 2001, the government green paper "Every Child Matters" 2003 (outcome 2), the Children Act 2004, The Education and Inspections Act 2006, The Equality Act 2010 and Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies 2017.
- 3.7. To work in accordance with Keeping Children Safe in Education (2018) and the Prevent Duty Guidance (2015) in identifying and referring students that are vulnerable to Radicalisation. Refer to the Preventing Radicalisation Policy.

**4. Definitions**

- 4.1 Bullying can be defined as "behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally" (Guidance on Preventing and Tackling Bullying, Department for Education)

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**Policy: Anti-Bullying Policy**

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- 4.2 Put another way, bullying is the intentional hurting, harming or humiliating of another person by physical (including any threat of or use of violence of any kind), sexual, verbal (including via email, social media and SMS or other instant messages), and emotional (including by excluding, being sarcastic, name-calling, tormenting or spreading malicious rumours) means. It can involve manipulating a third party to tease or torment someone, or actions that fall short of direct participation, where someone encourages others to bully, or joins in with laughing at a victim. Bullying is often hidden and subtle. It can also be overt and intimidating.
- 4.3 Bullying may involve actions or comments that are sexual or sexist, homophobic, racist, which focus on religion or cultural or family background, special educational needs, disabilities or physical attributes (such as hair colour or body shape). It may also be unpleasant in other ways.
- 4.4 Bullying can happen anywhere and at any time and can involve anyone - pupils, other young people, staff and parents.
- 4.5 Examples of bullying can be:
- 4.5.1 Emotional - being unfriendly, excluding, tormenting (eg hiding books, threatening gestures).
  - 4.5.2 Physical - pushing, kicking, hitting, punching, "dirty" looks, inappropriate body language and invasion of space that intimidate or any use of violence.
  - 4.5.3 Racist racial taunts, graffiti, gestures, making inappropriate or insulting comments about a person's looks, dress, race, religion, culture, gender disability etc.
  - 4.5.4 Sexual unwanted physical contact or sexually abusive comments.
  - 4.5.5 Homophobic because of or focusing on the issue of sexuality
  - 4.5.6 Verbal name calling, sarcasm, spreading rumours, malicious teasing, exclusion of other pupils by deliberately and frequently leaving them out of social interactions and activities.
  - 4.5.7 Social – Exclusion by groups or individuals
  - 4.5.8 SEND - Because of or focusing on a special educational need and /or disability
  - 4.5.9 Family background because a child is adopted or is a carer.
  - 4.5.10 Cyber - All areas of internet, such as email and internet chat room misuse. Social Networking Sites like Facebook, Twitter, Snapchat, etc, Mobile threats by text messaging calls. Misuse of associated technology, ie camera and video facilities.

**5. Definition of Cyberbullying**

- 5.1 Cyberbullying can be defined as "the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others" (Belsey, <http://www.cyberbullying.org/>). It is an aggressive, intentional act carried out repeatedly over time, often against a victim who cannot easily defend himself/ herself.
- 5.2 Cyber-bullying could involve communications by various electronic media, including for example:
- 5.2.1 Texts, instant messages or calls on mobile phones;

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**Policy: Anti-Bullying Policy**

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- 5.2.2 The use of mobile phone camera images to cause distress, fear or humiliation;
- 5.2.3 Posting threatening, abusive, offensive or humiliating material or comments on websites (including blogs, personal websites and social networking sites such as Facebook, Instagram, Twitter or YouTube);
- 5.2.4 Using e-mail to message others in a threatening or abusive manner; or
- 5.2.5 Hijacking/ cloning e-mail accounts.

**6. The School's response to bullying**

- 6.1 At West Buckland School, we always treat bullying very seriously. It conflicts sharply with the school's social and moral principles, and potentially with its policy on equal opportunities, and will not be tolerated.
- 6.2 Bullying can be so serious that it causes physical, emotional and psychological damage, eating disorders, self-harm and even suicide. Whilst bullying is not a specific criminal offence, there are criminal laws which apply to harassment and to violent and threatening behaviour. No one deserves to be a victim of bullying: everybody has the right to be treated with respect. Pupils who are victims of bullying will be supported. Pupils who have engaged in bullying behaviour will be subject to appropriate disciplinary sanction and will also, where possible, be supported in learning different ways of behaving.
- 6.3 Bullying which occurs on school trips or outside of the school's premises will not be tolerated any more than bullying on school premises. Teachers will, where appropriate, discipline pupils for misbehaviour outside school premises and outside school hours.

**7. Anti-Bullying Strategy****Bullying-preventative measures**

**We take the following preventative measures in order to ensure that bullying does not become a problem which is associated with [name of school]:**

- 7.1 Pupils
  - 7.1.1 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. We ensure that those who report bullying in good faith will be supported.
  - 7.1.2 All new pupils are welcomed into their house and supported closely by their Tutor - the role of 'buddies' and mentors in supporting new pupils is also highlighted. In the Senior School Tutor groups all have 'Link Prefects', older students within their own house. This supports the aims to allow all students access to older members of the community who can help and support in a case of bullying.
  - 7.1.3 We use appropriate assemblies and tutor time to explain the school policy on bullying. Our PHSE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. The programme is structured to enforce messages about community involvement and taking care of each other;
  - 7.1.4 All our pupils are encouraged to tell a member of staff at once if they know or suspect that bullying is taking place;

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**Policy: Anti-Bullying Policy**

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- 7.1.5 All boarders know how to report anxieties to their Houseparent or Housemaster/mistress or to another member of the pastoral team;
- 7.1.6 Pupils may use the 'Report It' facility on the school website when they are concerned about a bullying issue.
- 7.1.7 All pupils have access to an independent listener, enabling them to call for support in private. The school's independent listener is Mr David Worden, and is contactable on 01769 572809;
- 7.1.8 We operate a peer mentoring scheme at key transitions (year 7 and year 12), whereby older pupils are encouraged to offer advice and support to younger pupils;
- 7.1.9 We provide leadership training to our Head Boys/ Girls and their team of prefects/ heads of House/senior pupils which specifically covers the importance of offering support and assistance to younger and to vulnerable pupils;
- 7.1.10 Our Medical Centre and all our boarding houses display advice on where pupils can seek help, including details of confidential help lines and websites connecting to external specialists, such as Childline, Kidscape, Get Connected, and the Samaritans;
- 7.2 Staff
  - 7.2.1 Upon induction, all new members of staff are given guidance on the school's anti-bullying policy and on how to react to and record allegations of bullying at West Buckland School. All school staff understand the principles of the school policy, their responsibilities, actions to be taken to resolve and prevent problems and sources of further support;
  - 7.2.2 When there is a significant update of the Anti-Bullying policy, all staff receive a copy of the new policy.
  - 7.2.3 All reported incidents are recorded and investigated as soon as possible. We always monitor reported incidents. Records are kept by the Headmaster in the Prep School and the Deputy Head (Pastoral) in the Senior School in order that patterns of behaviour can be identified and monitored;
  - 7.2.4 We have a strong and experienced pastoral team of Tutors, Head of Sixth Form, House Master/Mistresses, Assistant House Masters/mistresses, and Boarding Houseparents who are trained in handling any incidents as a priority, and who are alert to possible signs of bullying;
  - 7.2.5 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;
  - 7.2.6 The School Chaplain will give support and guidance to pupils of all faiths and none. The Chaplain will provide advice and seek to encourage the development of tolerance, understanding and respect for others in a multi-faith community;
  - 7.2.7 Staff are always on duty at times when pupils are not in class and patrol the school site, particularly areas where bullying might occur. They are trained to be alert to inappropriate language or behaviour;
  - 7.2.8 In boarding houses, there are strong teams of Houseparents. The informal house environment is important in reinforcing a pupil's standards and values, providing the opportunity for friendly, informal discussion of matters of concern to the individual pupil outside the formal classroom. A member of the boarding house staff is always on duty to supervise the pupils;] and

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**Policy: Anti-Bullying Policy**

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- 7.2.9 The school has the right-to investigate incidents of bullying involving our pupils which take place outside school hours, on school visits and trips or that otherwise occur outside of school. The school has the right to take disciplinary measures in respect of such acts.
- 7.3 Parents
- 7.3.1 We encourage close contact between the tutor / (Assistant) House Master/ Mistress and parents/ guardians, and will always make contact if we are worried about a pupil's well-being; and
- 7.3.2 We welcome feedback from parents and guardians on the effectiveness of our preventative measures and all other aspects and results of this anti-bullying policy.

**8. Action Against Bullying in the Senior School****Procedures for dealing with reported bullying**

- 8.1 West Buckland School ensures that all instances of or concerns about bullying and cyberbullying on and away from school premises are easy to report and that they are recorded properly. Records of instances of bullying and allegations of bullying will be kept [on pupil files and files relating to safeguarding where appropriate,] in order to enable the school to identify patterns of behaviour and to evaluate the effectiveness of our anti-bullying policy.
- 8.2 If an incident of bullying is reported, the following procedures will be adopted:
- 8.2.1 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;
- 8.2.2 He/she will inform an appropriate member of the pastoral team (typically the tutor / AsHsMs/HsMs/Head of Sixth form) as soon as possible, and they will record on CPOMS;
- 8.2.3 In most cases, the tutor (prep school) /Assistant Housemaster/mistress or Housemaster/mistress or Head of Sixth Form will agree the appropriate course of action after consultation with the Deputy Head (Pastoral) in the Senior School and Headmaster in the Prep School.
- 8.2.4 Appropriate staff will conduct pupil interviews as necessary.
- 8.3 If an incident of bullying has been proven to have occurred
- 8.3.1 The perpetrator-will be offered guidance on modifying his or her behaviour. The school's Behaviour Policy may also be invoked. Sanctions under the Behaviour Policy might include, for example, detention, withdrawal of privileges or suspension from school. The school may exclude a pupil, either temporarily or permanently, in cases of severe or persistent bullying or in the event that the support put in place for the bully does not result in the modification of behaviour to an acceptable level. Alternatively, in some circumstances a restorative justice approach may be adopted.
- 8.3.2 The parents/ guardians of all parties will be informed and may be invited into school to discuss the matter. A way forward, including, where appropriate, disciplinary sanctions and counselling, should be determined, and where possible agreed with all parties. This should recognise that suitable support is needed both for pupils who are being bullied and for pupils who bully others, as well as dealing with disciplinary measures in accordance with the school's [Behaviour Management Policy] if appropriate;

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**Policy: Anti-Bullying Policy**

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- 8.3.3 As part of this process, a meeting involving all the parties, with close staff supervision, may be convened to help develop a strategy which enables all concerned to close the episode.
- 8.3.4 A monitoring and review strategy will be put in place and put on record on the bullying log;
- 8.3.5 The incident should be recorded CPOMS;
- 8.3.6 In very serious cases, it may be necessary to make a report to the Police or to Social Services. However, in many cases it will be possible to resolve such issues internally under this policy and the school's Behaviour Policy.
- 8.3.7 If at any time staff have concerns over safeguarding of the children concerned especially if there is reasonable cause to believe that a child is suffering or likely to suffer significant harm, the investigation should be halted. The incident should be immediately raised with a member of the Designated Safeguarding Team.
- 8.3.8 Concerns, regarding either the victim or perpetrator which suggest possible indicators of Radicalisation according to the Prevent Duty 2015, must be reported to the SPoC/DSL. Refer to the Preventing Radicalisation Policy for more details on possible indicators.

**9. Complaints procedure**

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

**10. Appendices**

**Appendix 1** Signs of bullying

**Appendix 2** Advice to staff on bullying

**Appendix 3** Advice to Staff for dealing with a report of bullying

**Appendix 4** Advice to pupils on bullying

**11. Related policies:**

Anti-cyberbullying

Safeguarding and child protection

Preventing radicalisation

Behaviour policy

Author/Updated by: Mr A N Calder

Reviewed: Summer 2017

Next Review Date: Spring 2018

Author/Updated by: Mrs C Pettingell

Reviewed: Summer 2018

Author/Updated by: Mrs C Pettingell  
and Mr N G Robinson

Reviewed Spring 2019

Next Review Date: Spring 2020

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**Policy: Anti-Bullying Policy**

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**Appendix 1 – Signs of bullying**

Signs of bullying:

- Changes in behaviour that may indicate that a pupil is being bullied include:
- Unwillingness to return to school or attend 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)
- Unwillingness to take part in games/PE lessons
- Diminished levels of self-confidence
- Frequent visits to the Medical Centre with symptoms such as stomach pains, headaches etc
- 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, experiencing nightmares etc
- Talking of suicide or running away

Concerns regarding changes in behaviour related to bullying which suggest possible indicators of Radicalisation, according to the Prevent Duty 2015, must be reported to the SPoC/DSL. Refer to the Preventing Radicalisation Policy for more details on possible indicators.

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.

Even if you are unsure, it is better to raise the issue with a responsible adult. We encourage parents to contact West Buckland when they have concerns.

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**Policy: Anti-Bullying Policy**

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**Appendix 2 – Advice to Staff on bullying**

1. West Buckland staff must make a strong stand against bullying. They should:
  - Set a good example.
  - Make clear that bullying is unacceptable and intervene early.
  - Be on time for lessons, so that no bullying takes place while the pupils are waiting.
  - Demonstrate caring, empathetic and respectful behaviour.
  - Be aware of, and support, vulnerable members of the community.
  - If a pupil confides in you concerning a bullying incident, please be sympathetic, listen carefully and make notes of the reported incident and follow the reporting incidents procedure. The pupil will probably have chosen you because they trust you.
  - While on break or lunch duty, or while moving between lessons, please be vigilant in relation to interaction between the pupils.
  - Be urged to record any concerns on CPOMS
  - Help the bullies to change their behaviour
  - Encourage children to 'tell' and support them
2. What to do when confronted with a report of bullying?
  - a. Listen carefully and record all incidents
  - b. Meet the bully and the bullied separately
  - c. Offer the victim immediate support and help by explaining and putting the school's procedures into action
  - d. Consider the need for medical treatment/examination/counselling.
  - e. Report the incident, and record on CPOMS.
3. When someone is being bullied or is in distress, take action. Watching and doing nothing always suggests support for the bully and the bullying.
4. In PHSE sessions and through tutoring students are encouraged to develop:
  - a. Acceptance
  - b. Patience
  - c. Respect for others, themselves, their learning.
  - d. Trust
  - e. Empathy
  - f. Co-operation
  - g. Understanding
5. The Role of Counselling  
Counselling may form an important part of any bullying case, both for the bully and the bullied. Staff should seek guidance from the Deputy Head (Pastoral) / Prep Headmaster as to the appropriateness of counselling in cases of bullying.

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**Policy: Anti-Bullying Policy**

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**Appendix 3-Advice for staff member dealing with a report of bullying**

1. Ensure you follow the procedure set out in the policy document.
2. When an incident or set of circumstances which amounts to persistent bullying is reported to you by a colleague, prefect, pupil or victim, you should proceed as follows unless the matter is so serious that it is referred immediately to Tutor (Prep School) / Housemaster/mistress or Deputy Head (Pastoral). For a one-off report of bullying behaviour, ensure you maintain good records in the event of a repetition of such behaviour.
3. 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;
4. Inform the appropriate member of the pastoral team (tutor/AsHsMs/HsMs/HoS) as soon as possible; record on CPOMS;
5. The victim and alleged perpetrator will be interviewed separately.
6. If the reporter is another pupil, assure him/her that you will investigate the matter, and get them to write down all details, with names of any witnesses. This may have already been done by a member of staff as above, in which case you should confirm the details, making any amendments or additions.
7. Always take a written account of the event and of the action you have taken, and record on CPOMS.
8. If the bullying involves use of technology including text, SMS (exchange and distribution of images) and social media, this may be an offence and may need to involve police. Preserve the evidence and seek further advice from Deputy Head (Pastoral) / Prep Headmaster in such cases.

**Notes for Senior School Staff:**

1. Tutors are often the first point of reference, but they must inform the (As) Housemaster/mistress and decide any action jointly. If the matter is very serious and repeated, the Deputy Head (Pastoral) should be informed who may take the matter to the Headmaster.
2. Whenever the incident involves pupils from more than one house the Deputy Head (Pastoral) must be informed; this can be done via CPOMS.

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**Policy: Anti-Bullying Policy**

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**Appendix 4 – Advice to pupils on bullying**

Bullying takes place at some point in all schools, but also in adult work places, and it can happen at home. It happens to children and adults.

**Bullies only prosper where there is silence and fear.**

We aim for West Buckland School to be an environment where pupils speak out against bullying, and where bullies will not prosper. Their actions will not be tolerated and they will be exposed because people will tell.

We want people to tell us if they are bullied and we want them to tell us if they see bullying taking place. Also, we want everyone to make it known to bullies that they disapprove of their actions.

**What you can do if you know someone is being bullied**

- If you see someone being bullied or in distress, please take action. Watching and doing nothing can suggest that you support the bully.
- Do not tolerate bullies in your circle of friends or social groups.
- You must tell a member of staff. Choose any member of staff that you trust; any teacher will listen.
- If you do not, the bullying is bound to continue. Bullies thrive on the fear of others. We can't do anything if we don't know.

**What to do if you feel you are being bullied**

- Tell a member of staff and your parents. To help you do this, you may wish to speak to a mentor or friend. The school can make it stop.
- If you are nervous of telling a teacher or an adult on your own, ask a friend or a mentor to go with you.
- Don't retaliate. It could make matters worse.
- Trust the help of friends and staff to help make the bullying stop.
- Bullying needs to be confronted for the benefit of the bully as well as to stop the bullying.
- If any pupil has a concern over bullying, whether it is happening to them or they have witnessed something that makes them feel uncomfortable, they can use the 'Report It' facility on the school website to raise awareness.

At West Buckland during PHSE pupils are encouraged to develop

- a) Acceptance
- b) Patience
- c) Respect for others, themselves, their learning
- d) Trust
- e) Empathy
- f) Co-operation
- g) Understanding