# LVS ASCOT

**ANTI-BULLYING POLICY (including online bullying and prejudice-based bullying)**
**Whole school including the EYFS**

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| **Relevant Statutory Regulations:** | ISSR Part 3 para 10. NMS Part G Standard 16 and Appendix A Policy 1. The Education and Inspection Act 2006, 2011. The Equality Act 2010. The Children Act 1989. The Education (Independent School Standards) Regulations 2023. Protection from Harassment Act 1997. The Malicious Communications Act 1988. Public Order Act 1986. The Department for Education Paper, Preventing and Tackling Bullying, July 2017. The Equality Duty 2011. Section 89 of The Education and Inspections Act 2006. Department for Education's guidance on bullying (including Cyberbullying: Advice for Head teachers and school staff, 2014 ) |
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| **Updated:** | 1st September 2024 |
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## INTRODUCTION

LVS Ascot ('the School') is committed to maintaining and promoting good behaviour. Bullying of any kind (including cyber bullying and that which is prejudice based on protected characteristics) is unacceptable and will be dealt with in accordance with this policy. This policy covers all bullying (inside, outside of school and online) of which the School is aware including when the pupil is off school premises under the lawful control of school staff.

This policy should be read in conjunction with the School's other policies such as the Personal Conduct Policy and Safeguarding Policy.

## AIMS
The aims of this policy are to:
- Prevent bullying and maintain and promote a positive environment where all pupils can thrive and be happy.
- Comply with the School's obligations under the Equality Act 2010.
- Foster positive attitudes towards individuals who are disabled and towards religious, cultural or ethnic groups in and outside the School community.

- That bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.

## OBJECTIVES

All staff at the School endeavour to create an ethos of good behaviour, where pupils treat one another and the School staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others, permeate the whole school environment, and are reinforced by staff and older pupils who set a good example to the rest. This policy is to help staff and pupils to deal with bullying when it occurs, but even more importantly to help prevent it.

The School is aware that some pupils are particularly vulnerable to bullying and may be severely affected by it, such as those with special educational needs and/or disabilities, those with caring responsibilities, those that identify as part of the LGBTQ+ community, or are perceived to be, those of minority or differing ethnicities, cultures and religions, or those going through a personal crisis or suffering a health problem.

The School strives to:
- Establish a culture of equality and tolerance amongst all pupils and staff.
- Establish a culture of zero tolerance towards any act of bullying.
- Ensure the protection of the victims of bullying.
- Ensure the support for both victim and perpetrator of bullying.

## DEFINITIONS

Bullying is not tolerated at the School: every person has the right to feel safe and secure. All members of school staff should be alert to the possibility of signs of bullying. In some cases, bullying is unwitting and not consciously done, in others it is a wilful and conscious desire to hurt, threaten or frighten someone. Bullying may affect all members of the school community and as such is a serious matter, bullying may cause physical or psychological damage (in extreme case leading to suicide) and could in some cases constitute unlawful behaviour.

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence (and a civil wrong) which could have repercussions outside of school (for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986). If school staff feel that an offence may have been committed, they should seek assistance from the DSL and in extreme cases the police to take legal advice as appropriate. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or 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.

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All pupils should be responsible for bringing bullying to the attention of any adult or member of staff. It is also true that teachers may (sometimes unwittingly) be bullies and, where a pupil feels that this may be the case, they raise the issue with the DSL or Principal through the Low Level Concerns Policy.

Bullying for the purposes of this policy 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 can take many forms and is (but not limited to) often motivated by prejudice against particular groups or those with protected characteristics, for example on grounds of race, religion, culture, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."*

Bullying behaviour can be (but is not limited to):
- Physical – hitting, pushing or any act that invades personal space.
- Verbal – name-calling, teasing and taunting. Racial and sexual harassment.
- Social – exclusion by groups or individuals. It may be motivated by prejudice against a particular group, for example, on grounds of religion, culture, race, gender, disability, Additional Learning Needs (ALN) or sexuality or because a child is adopted or is a carer.
- Emotional – exclusionary behaviour, intimidating, being unfriendly, using silent treatment to upset others.
- Online – intimidation and abuse via electronic means (text, e-mail, social networking sites, AI) & any behaviour that can be seen as *hate crime*, including relating to social media.

Acts of hazing or initiation may also be considered within the realms of this policy.

Harassment of all kinds (including but not limited to sexual and racial) may also be considered within the realms of this policy.

Intimate relationships between pupils should be kept at an age-appropriate level at all times. Behaviour reflecting any of the areas mentioned above, may also be treated as bullying, and considered within the realms of this policy.

All forms of bullying can cause physical and emotional harm (and cause emotional and psychological damage).

## SUPPORT FOR STAFF WHO ARE BULLIED

It is important that schools take measures to prevent and tackle bullying among pupils. LVS Ascot recognises that it is equally important that schools make it clear that bullying of staff, whether by pupils, parents or colleagues, is unacceptable. The DfE have published a separate advice note which provides advice for Headteachers and all school staff on how to protect themselves from online bullying and how to tackle it if it happens.

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## ANTI-BULLYING STRATEGY

The School is committed to working with all pupils and staff to prevent bullying by raising awareness through training, taking action to reduce the risk of bullying at times and in places where it is most likely. There are a number of ways in which pupils are supported. Pupils may speak with tutors, teachers, medical staff, peer mentors, our Independent Listener, our counsellors and national charities regarding their concerns. Lists of these people are posted around the School. In other cases, it may involve asking the pastoral team to provide support and/or formal counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).

Through tutorials, assemblies, workshops and acts of collective worship, LVS Life Learning sessions and 'Circle Time', the School delivers the message that bullying is not a normal part of life and should not be allowed to flourish. All pupils should be aware of what the sanctions are for bullying, including exclusion, in accordance with the School's Exclusions Policy. All pupils are encouraged to speak with members of staff immediately if they feel bullying is occurring, either as victim, witness, or perpetrator.

All new pupils have an induction process including the allocation of a buddy. This supports efforts to allow all pupils access to members of the community who can help and support in a case of bullying.

Pupil Voice, The School Council and Boarders' Council provide opportunities for pupils to make their feelings known on bullying within the School and also the School's approach to bullying. Meetings are regularly held and advertised appropriately. Minutes are kept and published in Houses and on the Pupil Voice board located in a central location.

The Deputy Head Compliance, the Head of Boarding and Personal Conduct, and the IHMs will co-ordinate all work to reduce bullying, including facilitating and attending appropriate meetings.

## PARENTS

If parents know or suspect that their child or another pupil is being bullied, parents should contact the School without delay. All concerns about bullying will be taken seriously.

## STAFF

The School will provide training for staff so that they are aware of the risk and indications of child abuse and bullying, how to deal with such cases and how to prevent incidents from re-occurring. Signs of bullying include, for example, distress in pupils, deterioration of work, suspicious illness, unwillingness to come to school, isolation, the desire to remain with adults (see Appendix 1).

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## PREVENTATIVE MEASURES

The School aims to create a caring, supportive ethos through its pastoral care programme, teaching and assemblies (see Appendix 1). Pupils are encouraged to hold and promote positive attitudes and to raise any concerns relating to bullying behaviour.

All members of the School community have a responsibility to understand the principles and purpose of this policy and to ensure that no one is subject to bullying.

Strategies that are in place include regular school-related events (academic, co-curricular and social) that foster and promoted an atmosphere of tolerance, understanding and acceptable of others. In addition, the well-being system ensures that named individuals (wellbeing practitioner, tutors, IHMs and BHMs as well as members of the safeguarding team) are responsible for the day-today personal conduct management of pupils. Additionally, the LVS Life Learning programme also seeks to develop awareness of issues such as bullying which reinforces expectations and bring to pupils' attention the support that is available, should it occur. Pupils have a wellbeing curriculum that is in place during the school day which looks a the triple wellbeing programme and gratitude and understanding of others. In addition all pupils from year 3-13 complete the Cambridge Wellbeing Check to highlight any areas of concerns that they have.  Please also refer to Personal Conduct and Rewards policy (Senior School).

## INTERVENTION

While the School will apply disciplinary measures to pupils who bully, consideration will also be given to the nature and level of any support needed for the "perpetrator" as well as the victim. Supportive measures may include a quiet word from a teacher, provision of pastoral support, counselling and engaging with parents.

Any disciplinary sanctions imposed will reflect the seriousness of the bullying incident. If bullying behaviour persists and/or is particularly severe, the perpetrator may be excluded or suspended from school in accordance with the School's Personal Conduct and Exclusions Policies.

Where disciplinary measures are applied, they will be applied fairly, consistently, and reasonably, taking into account any disabilities or special educational needs a pupil may have or the needs of vulnerable pupils.

Staff should always consider the motive behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. If staff have any reasonable cause to suspect that a pupil is suffering, or is likely to suffer significant harm, the School's Safeguarding Policy should be followed. Even where safeguarding is not considered to be an issue, the School will consider whether external services need to be informed to support the pupil and help tackle underlying issues, for example, which may have contributed to bullying behaviour.

The School will take disciplinary action against pupils who are found to have made malicious allegations against staff, in accordance with the School's Personal Conduct Policy.

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## ANTI-BULLYING PROCEDURES

These procedures apply in relation to all instances of bullying, including online-bullying and bullying which takes place outside of school which has been brought to the School's attention and the school considers to be "actionable". Bullying which takes place outside the School may also bring the School into disrepute or have repercussions for the orderly running of the School.

## ACTION AGAINST BULLYING IN THE SENIOR SCHOOL

Stage 1 – Initial Complaint

If a pupil or parent reports a case of bullying, or staff suspect bullying is taking place, staff should:

- Treat it seriously, listen carefully and record the details in writing as soon as possible (signed and dated by the member of staff fielding the allegation) and record on CPOMs. Staff must be aware of the School's safeguarding arrangements and guidance, particularly when asking questions of pupils (see the School's Safeguarding Policy for further details).

- Ask open questions.

- Make a record of the incident.

- Where a pupil or parent has raised the issue, ensure that they are made aware of, and/or where appropriate, provided with a copy of this Policy.

- Offer the victim immediate support and help by explaining and putting the school's procedures into action. Absolute confidentiality cannot and must not be guaranteed.

- Contact the Health and Well-Being Centre (HAWC) for medical assistance, if appropriate.

Where an allegation of bullying is made by a pupil, a written statement may also be taken from the pupil (signed and dated) by the member of staff fielding the allegation. If suspicions are raised by staff or parents, this should also be recorded in writing. All staff are to make accurate records of interviews and also record the process followed in each case and upload all information to CPOMs.

The allegations and evidence must be reported to the relevant tutor and referred to the IHM/BHM, this may be through the assigning of the incident to the relevant personnel in their CPOMs report. If at any time, staff have concerns over Safeguarding of the children concerned, the investigation should be halted, with only a verbatim record of the child's words. The incident should be immediately raised with the Designated Safeguarding Lead (DSL).

The IHM/BHM will take action as soon as possible on receipt of the report of bullying and will offer to conduct a full investigation into the matter. If the allegation involves a Sixth Form student, the Head of Sixth Form will also be involved. This investigation will include witness statements/interviews and may involve questioning the alleged perpetrator and victim to form an initial overview. The IHM/Head of Sixth Form may seek the advice and support of the Deputy Head Compliance and DSL, and/or Head of Boarding and Personal Conduct if

appropriate during the investigation. If the IHM/Head of Sixth Form and Deputy Head Compliance and DSL, and/or Head of Boarding and Personal Conduct believe that the allegation is justified and/or the allegation is particularly serious, they will inform the Principal under Stage 2.

Stage 2 – Informing the Principal

All serious incidents or those where the allegation appears to be well-founded will be discussed with the Deputy Head Wellbeing, Personal Conduct who will in turn inform the Prinicpal. The Deputy Head Wellbeing and Personal Concuct and the Principal may take into account the pupil's disciplinary record and will decide if the safeguarding policy needs to be instigated.

The Deputy Headteacher and the Principal will determine appropriate sanctions for the perpetrator (in line with the Personal Conduct and Rewards Policy). Sanctions will be aimed at impressing upon the bully that what they have done is unacceptable, deterring the bully from further bullying and indicating to others that such behaviour is unacceptable. The IHM/Head of Sixth Form will instigate appropriate support for both victim and perpetrator.

Parents will usually be informed and invited to attend a meeting to discuss the matter and its resolution.

All bullying-related incidents will be recorded in a central Bullying Log, to enable patterns to be identified.

Where an incident(s) occurs whereby any pupil(s) is at immediate risk of harm, then this should be considered a safeguarding matter and immediately referred to the DSL (or member of the safeguarding team if the DSL is not available).

## ACTION AGAINST BULLYING IN THE INFANT and JUNIOR SCHOOL

For bullying incidents that take place in the Infant and Junior School, the procedure as set out above for the Senior School applies.

Pupils involved in the situation will all be given the opportunity to be heard and, if appropriate, may all meet together to discuss the bullying behaviours and the impact they have had. The victim will be given support and we will ensure that they have a buddy in place to give them increased confidence during lesson transition and playtimes. The parents of those displaying bullying behaviour will be contacted, and we will work with them and the child/children concerned to modify their behaviour. Appropriate disciplinary sanctions will be put in place taking into account the severity of the incident/s but may result in the most sever cases of the Exclusions Policy being implemented.  Class teachers may set up circle times to discuss with their class the ways in which they can address bullying behaviours.

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RECORDS

The School keeps records of all reported bullying incidents. These records are kept to evaluate the effectiveness of the School's approach to bullying (including cyber-bullying) and to enable patterns to be identified.

ANTI-CYBERBULLYING

INTRODUCTION

The school recognises that technology plays an important and positive role in children's lives, both educationally and socially. It is committed to helping all members of the school community to understand both the benefits and the risks, and to equip children with the knowledge and skills to be able to use technology safely and responsibly.

- Cyberbullying is the use of technology, commonly a mobile phone or the internet, deliberately to upset someone else.
- It includes: threats and intimidation; harassment or 'cyberstalking'; vilification/defamation; exclusion or peer rejection; impersonation; unauthorised publication of private information or images ('happy-slapping'); manipulation and any behaviour that can be perceived as hate crime, including regarding social media.
- LVS Ascot recognises that bullying can take place online, offline or both

AIMS

The aims of this policy are to ensure that:

1. LVS provides a 'safe to learn' environment for all our students.
2. pupils, staff and parents are supported to understand what cyberbullying is and what its consequences can be.
3. LVS has within its community the knowledge, policies and procedures to prevent and minimise incidents of cyberbullying within the school community.

Furthermore, incidents of behaviour related to cyberbullying are:

- Dealt with effectively and supportively.
- Are recorded and the incidents, their frequency and associated policies and practice are monitored and assessed regularly.

Any incident of cyberbullying will be dealt with under the procedures and practices detailed earlier in this policy. However, there is a recognition that the development and the widespread use of different technologies has enabled 'cyberbullying' as another media for bullying.

ROLES AND RESPONSIBILITIES

The Deputy Head Compliance and DSL, is responsible for overseeing the practices and procedures outlined in this policy and for monitoring its effectiveness. This is in consultation with other members of the SMT and the Head of Boarding and Personal Conduct.

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All **staff** have a responsibility to report incidents of bullying including cyberbullying. Training for staff will be part of 'induction', regular INSET including updates to legislation and topical issues, learning from 'best practice'. In addition, all staff are responsible for the protection of data under the GDPR rules.

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**Students** – have a responsibility to understand how to 'stay safe' online including keeping their personal information safe, using the LVS IT systems, and any other technologies including mobile devices and the internet in a respectful and appropriate manner. The AUP (Acceptable Use Policy) is signed by all students and parents will be asked to confirm that they have discussed the contents with their children.

Education and Information about cyberbullying is provided through LVS Life Learning, the LVS PSHE programme and events including assemblies and conference days related to, for example, Anti-bullying Week, International Safer Internet Day and curriculum opportunities for example: ICT, Drama, English, etc.)

**Parents/Guardians/Carers** - Opportunities to share information to enable parents to confidently support their children, for example, Parents' meetings and My Gateway, help to keep them informed of any particularly 'topical' issues that have arisen either locally or nationally and to have close links to 'up to date' advice from national bodies and experts.

## POLICIES AND PRACTICES WHICH SUPPORT OUR CYBERBULLYING PREVENTION STRATEGIES:

- Ensure regular review and update of existing policies to include cyberbullying where appropriate.
- Provide opportunities for policies to be addressed and for children to be involved in the process of updating and improving them.
- Keep good records of all cyberbullying incidents.
- Keep AUPs under review as technologies develop.
- Publicise rules and sanctions effectively.
- LVS Ascot through the LTC/IT department will use filtering, firewalls, anti-spyware software, anti-virus software and secure connections to safeguard the pupils.

## PROMOTING THE POSITIVE USE OF TECHNOLOGY

- Make positive use of technology across the curriculum.
- Use training opportunities to help staff develop their practice creatively and support pupils and parents/guardians in safe and responsible use.
- Explore ways of using technology to support assertiveness, self-esteem and to develop friendships.
- Ensure all staff and children understand the importance of password security and the need to fully log out of accounts at the end of a session.

## MAKING REPORTING EASIER

- Ensure staff can recognise non-verbal signs and indications of cyberbullying with regular CP update training.
- Publicise and promote the message that asking for help is the right thing to do and shows strength and good judgement.

- Publicise to all members of the school community the ways in which cyberbullying can be reported. For staff this is reporting an incident on CPOMs.
- Provide information for all students including reassurances about 'whistleblowing' and the appropriate way of informing appropriate staff or parents about incidents they have witnessed.
- Provide information on external reporting routes, e.g. mobile phone company, internet service provider, Childline, CEOP or the NSA.

## EVALUATING THE EFFECTIVENESS OF PREVENTION MEASURES

- Identify areas for improvement and incorporate children's ideas.
- It is desirable to conduct an annual evaluation including a review of recorded cyberbullying incidents, a survey of pupil and staff experiences and a parent satisfaction survey.
- It is also desirable to publicise evaluation findings; celebrate what works and what improvements are planned.

## LEGAL DUTIES AND POWERS

- The school has a duty to protect all its members and provide a safe, healthy environment.
- School staff may request a pupil to reveal a message or other phone content and may confiscate a phone.
- If staff consider that a mobile phone may contain evidence of bullying or a crime, or the potential for a crime, they may investigate the specific contents relating to that act.
- Some cyberbullying activities could be criminal offences under a range of different laws including Protection from Harassment Act 1997.

## SUPPORT/ADVICE RE CYBER-BULLYING

Current useful links for advice and support for schools and parents (in particular)

http://www.childnet.com/resources/cyberbullying-guidance-for-schools

https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/

https://www.thinkuknow.co.uk/parents/

## INFORMATION ABOUT CYBERBULLYING AND CIVIL AND CRIMINAL LAWS

It is very important for schools to take cyberbullying seriously. It can be a very serious matter and can constitute a criminal offence. Although bullying or cyberbullying is not a specific offence in UK law, there are criminal laws that can apply in terms of harassment, for example, or threatening behaviour, or indeed – particularly for cyberbullying – threatening and menacing communications.

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## RESPONDING TO CYBERBULLYING

Most cases of cyberbullying will be dealt with through the school's anti-bullying policy, and this must remain the framework within which incidents of bullying are investigated. However, some features of cyberbullying differ from other forms of bullying and may prompt a particular response. The key differences are:

- Impact: the scale and scope of cyberbullying can be greater than other forms of bullying.
- Targets and perpetrators: the people involved may have a different profile from traditional bullies and their targets.
- Location: the "24/7 and anywhere" nature of cyberbullying.
- Anonymity: the person being bullied will not always know who is bullying them.
- Motivation: some pupils may not be aware that what they are doing is bullying.
- Evidence: unlike other forms of bullying, the target of the bullying will have evidence of its occurrence.
- It is possible that a member of staff may be a victim and these responses apply to them too.

## SUPPORT FOR THE PERSON BEING BULLIED

- Offer emotional support; reassure them that they have done the right thing in reporting the incident.
- Advise the person not to retaliate or reply. Instead, keep the evidence and take it to their parent/guardian or a member of staff, such as the relevant IHM/BHM, or the Deputy Head Compliance, or the Head of Boarding and Personal Conduct, as appropriate.
- Advise the person to consider what information they have in the public domain.
- Unless the victim sees it as a punishment, they may be advised to change their mobile phone number and social media accounts.
- If hurtful or embarrassing content is being distributed, try to get it removed from the web. If the person who posted it is known, ensure they understand why it is wrong and ask them to remove it. Alternatively, contact the host provider and make a request to have the content taken down.
- In some cases, the person being bullied may be able to block the person bullying from their sites and services.

## INVESTIGATION

- Members of staff should contact the Deputy Head Compliance, and/or the Head of Boarding and Personal Conduct in all cases where cyber bullying is suspected.
- Staff and pupils should be advised to preserve evidence and a record of abuse: save phone messages, record, or save-and-print instant messenger conversations, print or produce a screenshot of social network pages, print, save and forward to staff whole email messages.

- If images are involved, determine whether they might be illegal or raise child protection concerns. If so, contact: the local police or CEOP (http://www.ceop.police.uk/)
- Identify the bully/bullies.
- Any allegations against staff should be handled as other allegations, following guidance in Safeguarding policy.
- Confiscate mobile phone if appropriate.
- Contact the police in cases of actual/suspected illegal content.

## WORKING WITH THE BULLY AND APPLYING SANCTIONS

- The aim of the sanctions will be:
  - to help the person harmed to feel safe again and be assured that the bullying will stop.
  - to hold the perpetrator to account, getting them to recognise the harm caused and deter them from repeating the behaviour.
  - to demonstrate to the school community that cyberbullying is unacceptable and that the school has effective ways of dealing with it, so deterring others from behaving similarly.
- Sanctions for any breaches of AUPs or internet/mobile phone agreements will be applied.
- In applying sanctions, consideration must be given to type and impact of bullying and the possibility that it was unintentional or was in retaliation.
- The outcome must include helping the bully to recognise the consequence of their actions and providing support to enable the attitude and behaviour of the bully to change.
- A key part of the sanction may well involve ensuring that the pupil deletes files.

## CYBER-BULLYING/ONLINE AND MOBILE TECHNOLOGY:

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

Child Exploitation & Online Protection Centre - internet safety - CEOP The Child Exploitation and Online Protection Centre (CEOP) works across the UK.

It is important that all students have read, understood, and signed the Student Acceptable Use Policy. In addition, LVS strongly advise pupils and parents read and understand the school policies on E-Safety, Acceptable Use and Photography, all of which are available on the website:
www.lvs.ascot.sch.uk/Policies

## PREJUDICE-BASED BULLYING

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to prejudice and discriminatory language or behaviour, including racism, sexism, homophobia, biphobia or transphobia.

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Prejudice-based bullying is any type of direct physical or verbal bullying, indirect bullying or cyber-bullying based on protected characteristics such as:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Prejudice-based bullying includes the above protected characteristics, but prejudice can and does extend beyond these and can lead to bullying for a variety of reasons. Further support/advice on prejudice-based bullying can be found at

http://respectme.org.uk/bullying/prejudice-based-bullying/

## APPENDIX 1 – ADVICE ON BULLYING

**What to look for?**

Work may deteriorate, the pupil might wish to remain with adults, be frequently ill with low grade complaints or have erratic attendance at school, appear isolated from his/her peers. Whilst this behaviour may be symptomatic of other problems, it may be a sign of considerable bullying. There are also the obvious physical signs such as bruising or marking of the skin, torn/missing clothing, "lost" books/pens/prep.

**Anti-Bullying Strategies explained**

The School is committed to reinforcing the messages below in LVS Life Learning, assemblies and tutor sessions.

a)  When someone is being bullied or is in distress, take action. Watching and doing nothing always suggests support for the bullying.

b)  Pupils should inform an adult immediately if they do not wish to get involved at the scene of the problem.

c)  Do not tolerate bullies in the same social group.

To counter cyberbullying, pupils must be made aware that:
- They must never share their password with anyone.
- They must not send pictures of others electronically.
- No pupil is allowed to take pictures or video on their phone of another pupil or member of staff, whether on school premises or not.

Pupils are encouraged to develop:

- Acceptance
- Patience
- Respect for others, themselves, their learning
- Trust
- Empathy
- Co-operation
- Understanding

Some people are bullies because they are:
- Unhappy
- Insecure
- Bullied at home
- Not allowed to show feelings
- Cowards at heart
- Self-hating

If bullying is chronic and severe, it is probably affecting many children.
The behaviour must be stopped for the sake of the victims and the bullies.

Some things that staff can do about bullying:
- Not allow it anywhere.
- Support children who are being bullied.
- Help the bullies to change their behaviour.
- Tell children to tell and back them up.
- Take bullying seriously and find out the facts when told about an incident of bullying.
- Ensure that children, parents and teachers take responsibility for any bullying that goes on.
- Set up discussion groups and lessons about bullying.
- Break up groups of bullies by not allowing them to play, sit, eat, etc., together.
- If bullying is happening to children on the way home, keep the bullies at school until everyone has left. Do not allow the bullies to leave together.
- Use peer pressure against bullying behaviour.
- Help children think about strategies to use.
- If necessary, help the children set up 'bullying courts' which decide how to deal with bullying. Role-play situations.

Some things that pupils should do if they are being bullied:
- Tell an adult you trust.
- Tell yourself that you don't deserve to be bullied.
- Get your friends together and say no to the bully.
- Stay with groups of people, even if they are not your friends; there is safety in numbers.
- Try to ignore the bullying.

- Try not to show you are upset (which is difficult).
- If possible, avoid being alone in a place where bullying happens.
- Try being assertive - shout 'NO' loudly. Practise in front of a mirror.
- Walk quickly and confidently even if you don't feel that way inside - practise!
- If you are in danger, get away. Do not fight to keep a possession that has been taken (fighting back may make it worse and confuse a subsequent investigation).
- If you are different in some way, be proud of it - it is good to be an individual!

## APPENDIX 2 - FURTHER SOURCES OF INFORMATION

**DfE resources:**
Preventing and tackling bullying - Advice for headteachers, staff and governing bodies (July 2017):
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf
Cyberbullying: Advice for head teachers and school staff:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf Advice
for parents and carers on cyberbullying:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf DfE Behaviour and Discipline in Schools Guidance:
http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-for-headteachers-and-school-staff-on-behaviour-and-discipline
Make Them Go Away (SEND DVD)
Let's Fight it Together (cyber-bullying DVD)

**Legislative links:**
Drawing up and implementation of an effective anti-bullying strategy (The Education (Independent School Standards) Regulations 2023)
Schools' duty to promote good behaviour (Education and Inspections Act 2006 Section 89)
Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5))
The Equality Act 2010
Protection from Harassment Act 1997
Malicious Communications Act 1988
Communications Act 2003
Public Order Act 1986

**Specialist Organisations:**
The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

Beatbullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beatbullying have developed the Cybermentors Peer Support Programme for young people affected by cyber-bullying.

Kidscape: A charity established to prevent bullying and promote child protection. Advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.


**LGBTQ+:**

EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGBT equality organisation with considerable expertise in LGBT bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers. This website will be updated shortly to provide links to further information and organisations on transgender and other issues.

**SEND:**

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.