PREVENTION OF BULLYING POLICY

This policy has been drawn up with reference to the DFE guidance: "Preventing and Tackling Bullying", July 2017.

The aim of this policy is to promote the wellbeing of all members of Prior's Field School community by ensuring that bullying is prevented and/or dealt with effectively. All members of the School community should be aware that bullying is not acceptable and will not be tolerated. All pupils, staff and parents have a shared responsibility to create this climate where bullying is unacceptable. Any complaint of bullying will be taken seriously and will be dealt with promptly.

The School will investigate and respond to all allegations of bullying at school and on school visits/trips. The School cannot be held responsible for bullying which takes place elsewhere. However, the School's commitment to the welfare and conduct of its community means that it will respond to any information it receives about bullying outside school. Some bullying incidents may need to be handled according to Safeguarding and Child Protection procedures and Child on Child Abuse Policy. If appropriate, Children's Services and/or the police will be contacted.

It is the School's fundamental belief that every pupil has the right to pursue her education free from adverse interference from others. We are committed to providing a caring, friendly and safe environment for all pupils in which each pupil can reach her potential in all areas, so gaining self-esteem and being uniquely valued by others. This means respecting each other's space, privacy and differences, treating everyone with kindness and sensitivity and offering support and encouragement to each other.

This policy also reflects the National Minimum Standards for Boarding Schools and has regard to the Equality Act 2010, The Education (Independent School Standards) Regulations 2023 and the Education and Inspections Act 2006. It should be read in conjunction with the school's Behaviour and Exclusions policies, the Pupil Acceptable Use of ICT Code, the Safeguarding (Child Protection) policy and the Equal Opportunities policy. The school recognises that some behaviour may fall under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, The Public Order Act 1986, KCSIE 2024.

1. Definition of Bullying

a. Bullying is an aggressive or insulting behaviour by an individual or group, which often is repeated over time, which is intended to hurt another individual or group, physically or emotionally. It may make people feel uncomfortable or threatened and may be an ongoing low-level pattern of behaviour. Sometimes bullying behaviour is direct and explicit, at other times it may be more subtle and indirect. There are different types of bullying, but the main types are:

i. **Physical -** including kicking, hitting, taking or hiding belongings including money
ii. **Verbal –** including name calling, teasing, insulting, writing unkind notes, texting or emailing in an aggressive or unpleasant manner
iii. **Emotional –** including being unfriendly, excluding or isolating, tormenting,

spreading rumours, running abusive initiation procedures

iv. **Passive –** including ignoring others, negative body language/gestures, excluding others, isolating others and the persuasion of others to ignore, exclude and isolate

b. Cyberbullying – is a method of bullying rather than a type, also sometimes known as 'e bullying' or 'virtual bullying'. It is the use of ICT to carry out threatening or intentionally hurtful behaviour. It includes sending malicious, threatening or hurtful texts, emails or photos or using malicious, insulting or other hurtful descriptions or comments on social networking sites such as Facebook or during instant messaging conversations such as Snapchat, Whatsapp, Instagram, TikTok, BBM or Google Talk. Posting images or videos of others or spreading them by mobile phone/showing in person are types of distribution. Distribution of sexual images is known commonly as "sexting". Prolonged campaigns of harassment can occur. (The Deputy Head and Designated Safeguarding Lead is the member of staff in charge of all e- safety issues in school.) See Section 2 for more information.

c. Forms – Bullying can take a number of forms and is often motivated by prejudice against particular groups including:

i. **Racial, religion or belief, cultural**–this is when people are persecuted because of their race, cultural practices, faith or beliefs, linguistic background. Social and political issues can also be a factor here.

ii. **Special educational needs or disability focused –** this is when people are persecuted because of their particular educational needs, academic ability or because of particular mental, emotional or physical disabilities they might have. Young people with SEN and disabilities may not have the levels of social confidence and competence, and robust friendship bonds that can protect against bullying, so particular monitoring is crucial from the staff.

iii. **Academic -** in addition to special educational needs, this is bullying pertaining often to high academic ability or achievement.

iv. **Sporting ability –** this is bullying pertaining to sporting ability or that happens on or off the sports pitch. It may include targeted abuse of the rules of the game being played. It also includes persecution because of someone's physical intelligence, coordination skills, fitness level or aptitude for performing or learning new sporting skills.

v. **Appearance or health focused –** This is when those with health or visible medical conditions, such as eczema, become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues, can result in bullying, and obvious signs of affluence (or lack of it) can also be exploited ruthlessly.

vi. **Sexual orientation** – this is bullying related to sexual orientation (LGBTQ+). Evidence of homophobic bullying suggests that children and young people who are gay, lesbian, bisexual or transgender (or perceived to be) face a higher risk of

victimisation than their peers. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The pupil may not want to report bullying if it means 'coming out' to teachers and parents before they are ready to.

vii. **Sexist or sexual** – this may be characterised by name-calling, comments and overt 'looks' about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used. Pupils identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or who do not conform to the gender stereotypes they perceive) may also be targeted. It may also relate to pregnancy or maternity.

viii. **Carers -** where pupils have caring responsibilities, usually for members of their families.

ix. **Adopted children –** where pupils have been adopted.

None of these are acceptable in any way at Prior's Field.

d. Serious bullying may also be a Child Protection issue and as such may involve the Designated Safeguarding Lead and procedures outlined in the Safeguarding (Child Protection) policy.

e. People react differently. It is not always possible to tell if someone is hurt or upset. Bullying can be very serious, in that it can cause, over time, serious psychological damage (and, it can, in extreme or repeated cases, lead to suicide). Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour and Prior's Field would involve the police in dealing with a bullying incident, if it was felt appropriate to do so.

f. Where bullying occurs outside school and is reported to staff, it will also be investigated and acted upon in line with this policy.

g. Bullying may also attract or involve bystanders. A bystander is defined as a person who participates in bullying through their involvement, by for example passing on hurtful images, being present or aware of bullying, without actively participating. The humiliation of being bullied may be increased if bystanders are involved. Being a bystander is also not acceptable in any way at Prior's Field. It is the responsibility of every member of Priors Field to report any instances of bullying, or suspicious behaviour by other members of the community. Reports can be made to any member of staff. Support is available for those reporting incidents.

h. Pupils who are being bullied may show changes in behaviour such as:

i. Displaying a change in behaviour, e.g. becoming shy, nervous or withdrawn, or showing uncharacteristic outbursts of emotion
ii. Feigning illness and/or taking unusual absences
iii. Changing their work pattern and/or having a lack of concentration

iv. Displaying a change in eating habits (such as under- or over-eating)
v. Clinging to adults
vi. Arriving home with possessions missing or damaged
vii. Refusing to say what is wrong
viii. Demonstrating anxiety about checking computer messages, emails or texts
ix. Self-harming
x. Giving improbable excuses for any of the above situations

2. Cyberbullying: Misuse of ICT

a. Prior's Field is committed to promoting high standards of behaviour in all areas of pupils' lives, including their use of internet technology, social networking sites and texting and emailing. [See the Pupil Acceptable Use of ICT Code and Misuse of ICT guidelines both contained in the Behaviour Policy]. All pupils read and sign the Pupil Acceptable Use Policy using FROG once a year (currently in September)

b. The school takes very seriously any sign of bullying or hurtful behaviour through use of the network or other technologies, as detailed in the definitions of bullying above.

c. The school seeks to deter cyber bullying by ensuring that all girls have clear information and guidance about how to be safe in the digital environment and that they are fully aware of the risks of misuse of social networking sites. This forms a robust and vigorous part of our PSHE education and is an area that we revisit with every year group. E-safety issues are also covered in assemblies, form times and in other areas of the curriculum. All pupils and staff are required to sign the Pupil or Staff ICT Acceptable Use Policies and sanctions for any infringement are detailed in the policy.

d. All staff have a duty to be vigilant regarding girls' behaviour on social networking sites. Any misconduct or any behaviour or communication which brings the school's reputation into disrepute, will be treated very seriously and is likely to result in a significant sanction. Sanctions will be in line with the school's Behaviour Policy and guidelines. E-safety and prevention of cyber-bullying is a regular focus of staff inset and is addressed frequently in Heads of Year meetings, Care Meetings, Boarding meetings and tutor team discussions.

e. The school also seeks to work with parents in this area and therefore runs regular parent education evenings/Pastoral Evenings, addressing the issue of E-safety.

f. Any report of this sort of behaviour, will be regarded as bullying and treated in the same way as other forms. Pupils are made aware of what steps they can take to protect themselves and others. The Pupil Acceptable Use of ICT Code sets out clearly what is safe and acceptable use of the internet and all other electronic digital services. It is the responsibility of every member of the community to report any instances of cyber bullying, abuse and suspicious or dangerous behaviour by other pupils, staff, volunteers or those members of the teaching, pastoral or other staff outside the school. Reports can be made to any member of the teaching, pastoral or boarding staff.

g. Whilst the school recognises that cyber bullying is most likely to take place outside of

school and out of school hours, the school accepts its responsibility to follow up any allegations of persistent bullying and parents will invariably be involved in any discussions of this nature with the relevant pupils.

3. Aims & Objectives

a. The aims of our prevention of bullying policy are:

- **i.** To clarify for girls and staff that bullying is always unacceptable and our response to it will always be robust and prompt. No girl should have to suffer the pain and indignity which bullying can cause.
- **ii.** To remind the whole community that every girl has the right to feel safe and happy in school and to be protected when feeling vulnerable. This applies to everyone in school including staff and further information specifically for staff can be found in **Appendix 3**.
- **iii.** To prevent, de-escalate and or stop any continuation of harmful behaviour.
- **iv.** To react speedily, reasonably and consistently to bullying incidents.
- **v.** To apply clear disciplinary sanctions and support to the bullies to ensure their behaviour stops and is not repeated.
- **vi.** To provide support, security and reassurance to the pupil who has experienced bullying.
- **vii.** Centrally, our approach to combat bullying in Prior's Field is to be pre- emptive. By fostering an atmosphere of mutual trust, support and ongoing encouragement and of full and open communication at all levels, we aim to anticipate possible problem areas and prevent bullying before it starts. This is at the heart of our approach to pastoral care.
- **viii.** To ensure that we all recognise that to allow or condone bullying may lead to consideration under Child Protection procedures.

b. The Prevention of Bullying Policy will work to achieve the above aims through the promotion of:

- **i.** positive attitudes towards individuals
- **ii.** an understanding of the sensitivities of others in the community
- **iii.** a sense of personal safety in school
- **iv.** assertiveness, self-esteem and self confidence
- **v.** self-discipline
- **vi.** an appreciation of the abilities and limitations of all
- **vii.** respectful attitudes and relationships between pupils and between staff and pupils

4. Success Criteria

The policy will be deemed to be successful if:

a. There is a decrease in bullying
b. Incidents are dealt with effectively, consistently and speedily
c. Good, focused learning is in evidence throughout the school
d. Everyone is aware at all times of actions that can cause someone to feel bullied

5. Methodology

a. Implementation

The Assistant Head Pastoral, Wellbeing and Boarding is responsible for the implementation of the policy by negotiating with members of staff to prevent bullying in the following areas:

i. The Assistant Head Pastoral, Wellbeing and Boarding, the Heads of Boarding House, Head of Sixth Form, Assistant Heads, Heads of Year and Tutors are responsible for aspects of prevention of bullying education through the PSHE programme. The PSHEE Programme will address friendship, peer pressure, self-confidence, rights and responsibilities, identity, self- confidence, self-esteem, conflict, assertiveness, relationships, bullying and interactive behaviour, e bullying.

ii. The Form Tutors, Heads of Year and the Assistant Head Pastoral, Wellbeing and Boarding deliver the PSHEE programme and provide the first line of contact when an incident occurs and may discuss issues which are relevant to their group in tutor sessions.

iii. Form Tutors may well choose to address elements of prevention of bullying, during their twice-weekly Form Time sessions. (National Anti-Bullying weeks often provide particular focuses for these discussions.)

iv. Prefects may be involved in the prevention of bullying, either by supporting the Form Tutor during Form Time sessions or PSHEE sessions addressing the topic, or by acting as a mentor and a confidante for girls in the Form. Third Form PF Peers may also be involved with their First Form pupils.

v. Within lessons, teaching staff will address anti-bullying issues through specific subject content to reinforce the delivery of the anti-bullying programme. For example:

1. English – using works of literature dealing with various aspects of bullying, conflict and intimidation;
2. Drama – experience of situations in which conflict arises are dealt with through role-play, extempore and formal drama;
3. Religious Studies – opportunities for discussion and debate on many personal and moral issues, including bullying;
4. PE – group dynamics within team and individual sports allow pupils to develop their awareness of others that may not be amongst their friends;
5. History – exploration of historical models of aggressive or bullying

behaviour to develop awareness of conflict and intimidation;

6. Assembly – Whole School, Year and House assemblies are all opportunities to reinforce the school ethos of understanding and tolerance;

7. School Council – provides an important forum for the discussion of issues raised by girls;

8. Boarding "circle times" with younger girls, boarding meetings and informal discussion and chat amongst mixed age boarders provides an important, cross year group forum for discussion;

9. Co-curricular activities – these can engender an understanding of others and involve girls and staff in differing, supportive situations.

10. A cross-curricular approach is also effective: when older pupils use Drama to tackle the issue of bullying with younger pupils.

vi. All teaching staff, support staff, prefects and pupil mentors will work to create an atmosphere where girls who feel bullied will be listened to and taken seriously. The Prior's Field "Whole Hearted Listening" [See Behaviour Policy] is published throughout the school and makes clear the support structures available to all girls.

vii. All staff will be aware of the Behaviour Policy which makes clear the sanctions available to address poor behaviour including bullying. Although the particular sanction imposed for bullying will vary depending on the circumstances, the sanction will always reflect the seriousness of the charge. And all proved examples of bullying will incur a sanction. Sanctions specific to bullying may include: pupil interviews with senior staff (generally, the Assistant Head Pastoral, Wellbeing and Boarding the Deputy Head and the Head), detention, Head's detention, letters home to parents, meetings between parents and senior staff, police involvement, suspension and, in the cases of severe and persistent bullying, exclusion.

viii. All staff will be clear about the chain of communication should bullying occur:

1. In the early stages or when a concern is first raised, staff should inform the form tutor. The Form Tutor and the Head of Year will work together to address the issue. (If the pupil is a boarder, then the School or Huxley Housemistress will also be informed.) If the case develops, the HOY will work with the Assistant Head to resolve the issue.

2. In more serious cases, the Assistant Head should be informed immediately and they will work with the Deputy Head.

3. All serious incidents of bullying should be recorded on CPOMS. The Deputy Head will hold a separate log of all bullying related incidents. This record is kept in the SLT OneDrive folder. This will be reviewed and monitored on a termly basis by the Deputy Head, Assistant Head and

Head of Sixth Form, to enable patterns to be identified and progress noted. Heads of Year will also discuss incidents to look for patterns. Records will be kept on CPOMS.

4. Details of SLT review and monitoring strategies will be logged on CPOMS and/or in the SLT monitoring file on OneDrive.

ix. All pupils will be aware, through the Whole Hearted Listening poster of the range of support available to them and will be regularly reminded by Form Tutors, prefects and through PSHEE and Assembly, of the people they can talk to.

x. The school will recognise that both the bully and the girl being bullied will need support and will offer counselling, advice or guidance as appropriate through the various "Whole Hearted Listening" avenues.

xi. Staff will be prompt and professional in fulfilling their staff duties – for example in the Dining Hall, to ensure high standards of behaviour amongst all the girls and across all year groups, during break and lunchtime where bullying might be more likely to occur.

xii. Boarding staff will be a constant, but unobtrusive presence in boarding areas, will log any concerns meticulously and be quick to raise them and deal with them under the standard anti-bullying methods – raised above.

xiii. Boarding staff are aware that children in a residential setting can be more vulnerable and are alert to pupil relationships and the potential for peer abuse.

xiv. The prevention of bullying will be specifically covered by the school prefects in their training and will be a regular item on their prefect meeting agendas – providing opportunities for them to feedback on concerns they might have and agree strategies for addressing these.

xv. Regular inset will be available to all staff on prevention of bullying.

xvi. Attention will be given to the topic at regular times throughout the year – particularly at "National Anti-bullying week" and so on.

b. Monitoring

The Assistant Head Pastoral, Wellbeing and Boarding is responsible for monitoring the policy by:

i. Circulating this policy and ensuring that all staff are clear about it and have assimilated it.

ii. Ensuring that all staff are aware of what sort of behaviour might cause someone to feel bullied.

iii. Monitoring the behaviour of the girls with Heads of Year, Assistant Head, Head of Sixth Form, Head of School House/Huxley House Boarding and Form Tutors.

iv. Devising strategies for monitoring the handling of individual cases with the

Assistant Head and Head of Sixth Form in accordance with the specific needs of those involved.

v. Discussing with the Assistant Head Pastoral, Wellbeing and Boarding, reviews and revising the PSHEE programme to ensure that it continues to meet the needs of the girls.

vi. Setting up appropriate INSET. (Prevention of bullying inset will be available to all staff at regular intervals.)

vii. Observing the programme of co-curricular activities to ensure sound group dynamics.

viii. Setting up ongoing feed-back sessions with prefects, peer mentors, House Captains and the school council to assess their perception of the success of the policy.

c. Evaluation

The Deputy Head and Assistant Head Pastoral, Wellbeing and Boarding will be responsible for assessing the effectiveness of this policy by:

i. Evaluating the PSHE Programme

ii. Discussion in relation to feedback from pupil voice groups such as discussion with the School Council, Boarding committee, Heads of Year focus groups to identify areas of concern to the girls

iii. Reviewing the procedures after any specific incidents during the year.

iv. Monitoring the number and type of bullying cases recorded in the log on a termly basis.

6. Review

The Assistant Head Pastoral, Wellbeing and Boarding will review this policy annually

This policy should be read in conjunction with:

- Behaviour Policy
- Complaints Policy
- Equal Opportunities Policy
- Exclusions Policy
- PSHEE Policy
- Safeguarding Policy
- Pupil Acceptable Use of ICT Policy

(See next page for Appendices)

Reviewed by:	**Assistant Head Pastoral, Wellbeing and Boarding**
Date of next review:	**March 2025**
Governor's review:	**E & W Summer 2022**
Location:	**Website/isi/portal**

Appendix 1 - Advice and Guidance for Staff

1. The most effective approach to bullying is to be pre-emptive. We want, as much as possible, to prevent bullying before it starts. To this end, all staff should:
    a. Know the girls they teach or tutor well
    b. Have a sense of the relationships operating within their classes
    c. Ensure that they are punctual to lessons (much bullying occurs in the unstructured times between classes),
    d. Take the personalities of girls into account when planning lessons (this should be an integral part of lesson planning)
    e. Encourage open communication with the girls at all times
    f. Be swift to raise concerns, no matter how slight they seem, either with the Form Tutor, the Head of Year or the Assistant Heads/Heads of Sixth Form
    g. All staff but particularly pastoral staff should also encourage and welcome frank, open dialogue with parents.

2. Staff must be aware at all times of behaviour which causes distress to others, not only in lessons, but also particularly the informal areas of school life. Staff should watch for early signs of distress in pupils. For example:
    a. deterioration in work
    b. spurious illness
    c. isolation
    d. the desire to remain with adults
    e. erratic attendance
    f. becoming shy or nervous
    g. lack of concentration

    Such behaviour may be symptomatic of other problems but it might also be the earliest signs of bullying. When staff suspect someone is being bullied or is in distress, take action quickly. Never assume that it is someone else's responsibility. It is important to create an atmosphere in school where pupils feel that those bullied can find a sympathetic ear and that action will be taken swiftly. Those bullied should understand that to remain secretive, gives bullies the message that they can continue. Others may be put at risk. Use all your pupils as a positive resource in countering bullying; for example, ask reliable pupils to help shy pupils or newcomers feel welcome and accepted.

3. **Procedures For Dealing With Bullying**

    If staff have to deal with a bullying incident, the following actions should be taken:

    a. The girls should be separated before being spoken to by staff, who should speak first to the pupil(s) who has/have reported the incident. (It is ideal if the Form Tutor(s) of the girls concerned can be involved in this discussion too.)

    b. The account of the incident by the bullied pupil(s) should be recorded in writing. Re-assure them, offer them immediate support and don't make them feel inadequate or foolish. Help them to understand that revenge is not appropriate.

c. The account of the incident by the girl(s) accused of bullying should also be recorded in writing. At this stage, do not apportion blame, but encourage her/them to see the other person's point of view and acknowledge the impact of this behaviour on others.

d. If staff feel able to deal with the incident, they should do so, using one or a combination of the strategies listed below. All written records, including action taken, should be sent to the relevant Form Tutor(s) and the Head(s) of Year. Sanction the bully only if it is appropriate, but avoid reacting emotionally, aggressively or punitively as this gives the message of power to the bully. Always explain the sanction and why it is being given. Counselling for the bully should continue even if sanctions are used.

e. Always inform the Assistant Heads/Heads of Sixth Form, the Head of Boarding (if the girls are boarders) and the Deputy Head as soon as possible of any incidents that you have dealt with and any actions you have taken. The Head of Pastoral Care/Head of Sixth Form will consider further action and counselling for the victim and bully.

f. If the incident is serious, staff should see the Assistant Head Pastoral and Wellbeing)/Head of Sixth Form, Head of Boarding or the Deputy Head as soon as possible to discuss the most appropriate action to be taken in the circumstances. It is likely that significant sanctions will be put in place, as stated in the Behaviour Policy.

g. The Head of Year will ensure that a summary of the incident is place on file in the victim(s)' and the perpetrator(s)' files.

h. Parents on both sides will generally be informed as soon as an allegation has been made. This will generally come from the Head of Year or Head of Boarding.

i. All serious bullying incidences are logged separately by the Deputy Head who monitors this log, on a regular basis. It is vital that all details are passed through to her as soon as possible.

j. In serious cases, the Head will be informed of what is happening and it is vital that everything that has happened is recorded in a clear factual way. If the bullying behaviour continues and counselling and other strategies do not work, appropriate sanctions will be used. These could include Head's detention or in serious and persistent cases temporary or permanent exclusion. Counselling will be maintained for both parties.

k. The Preventing and Tackling Bullying guidance may be used to provide further guidance and specifically details of organisations that can provide specialist support in some areas, for example The Anti-Bullying Alliance, childnet, CEOP, beatbullying, Stonewall.

4. Strategies and Sanctions to Respond to Bullying

Prior's Field employs a range of strategies to prevent or reduce bullying. These include:

a. detailed discussion between the girls concerned
b. co-operative group work
c. circles of friends
d. working cooperatively on a joint project – e.g.: setting up a webpage, producing a year group newsletter, working on a House event

e. mentoring – through prefects or peers
f. mediation by adults or peers
g. active listening/counselling
h. deterrent through a range of sanctions [see the Behaviour Policy]

Appendix 2 - Advice and Guidance for Pupils

"***All*** *it takes for* ***evil to flourish*** *is for good men to* ***do nothing***" *– Edmund Burke*

Bullying is repeated behaviour intended to hurt – either physically or emotionally.

Bullying is unacceptable in any form and will not be tolerated at Prior's Field.

If you are being bullied, or you suspect bullying YOU MUST ACT.

Don't be intimidated.

Don't let the bully win.

Don't suffer in silence.

IF YOU ARE BEING BULLIED:

- Be firm and clear – look them in the eye and tell them to stop;
- Get away from the situation as quickly as possible;
- Tell an adult what has happened straight away;
- Do not be intimidated.

AFTER YOU HAVE BEEN BULLIED:

- Tell a teacher or another adult in your school as quickly as possible;
- Tell your family;
- If you are scared to tell a teacher or an adult on your own, ask a friend to go with you, or tell your prefect or mentor;
- Keep on speaking up until someone listens;
- Don't blame yourself for what has happened;

WHEN YOU ARE TALKING ABOUT BULLYING WITH AN ADULT, BE CLEAR ABOUT:

- What has happened to you;
- How often it has happened;
- Who was involved;
- Who saw what was happening;
- Where it happened;
- What you have done about it already.

Appendix 3 - Acceptable Behaviour Between Staff

1. Prevention of bullying is not just focused on pupil relationships. It is equally important to ensure harmonious and mutually respectful relationships between and towards staff. However, if it should

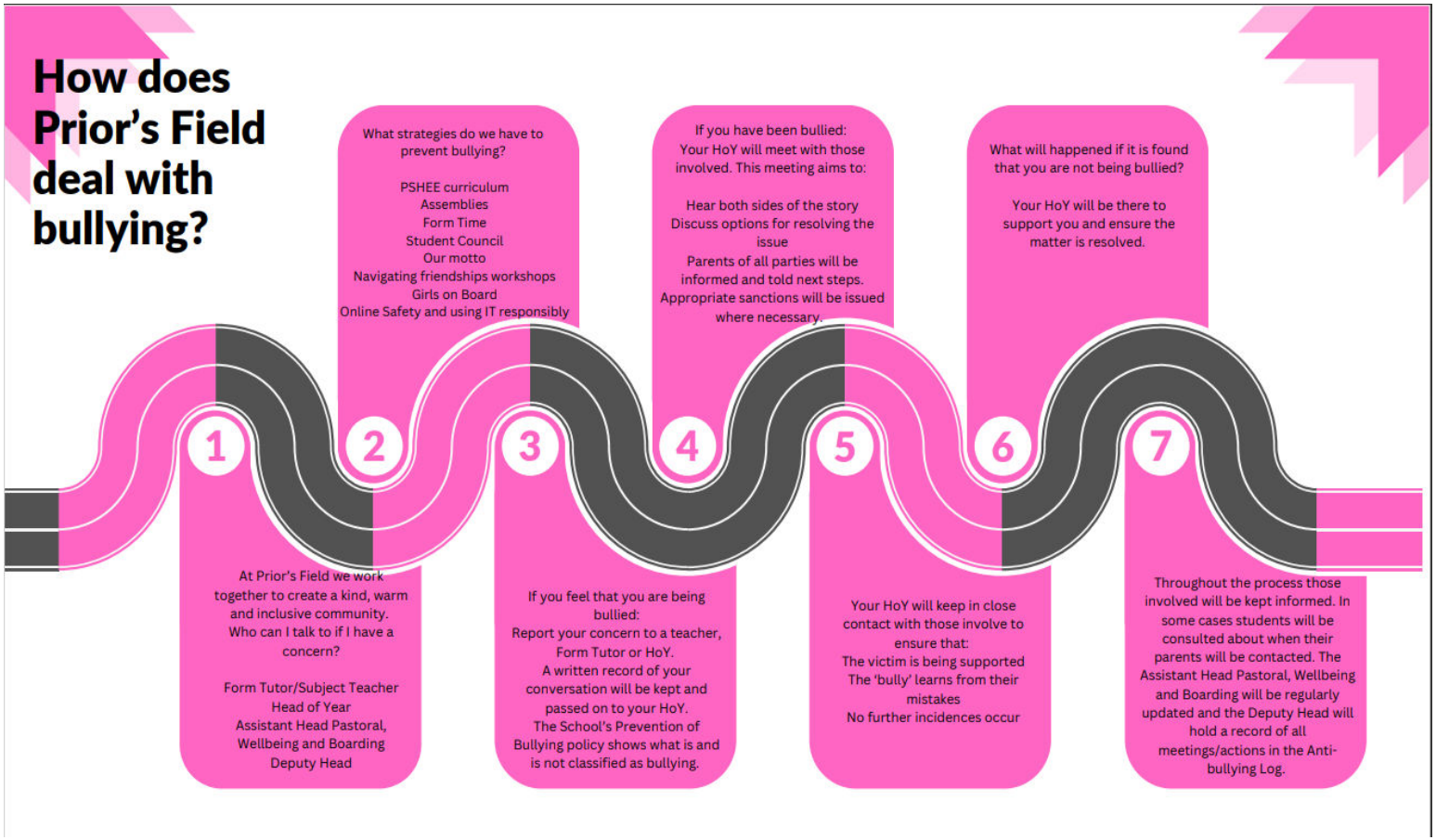
be the case that a member of staff does feel bullied by a colleague, a parent or a pupil, they should not keep it to themselves or suffer in silence.

2. The following guidelines should be followed if a member of staff does feel harassed or bullied by another staff member, a parent or a pupil.

3. If a member of staff feels bullied by a member of staff or a parent:
    a. Careful records of all alleged issues must be kept.
    b. In general, an informal approach is always better in the first instance to try to resolve the concern, which may be more to do with communication problems or misunderstandings than any desire to intimidate. So, talking through the problem with the member of staff or parent concerned is the best first approach.
    c. If this does not work, they should refer their concerns as soon as possible to their line manager.
    d. If this is unsuccessful, or inappropriate for any reason – eg: they feel their line manager is responsible for the intimidating behaviour, then they should refer the problem to a member of the SLT.
    e. If this does not resolve the matter, they should have recourse to the school's grievance procedures which will be put into action following this. [See school's Grievance Procedure for further information.]

4. If a member of staff feels persecuted by a pupil:
    a. They should be meticulous in keeping records of all instances.
    b. They should refer their concerns as soon as possible to their line manager.
    c. If this is unsuccessful, or if the problem continues, they should refer it to a member of the SLT – generally, the Assistant Heads as relevant to the pupil in question, should be the next port of call.

Appendix 4 - Prior's Field Anti-bullying Roadmap


How does Prior's Field deal with bullying?
1
At Prior's Field we work together to create a kind, warm and inclusive community.
Who can I talk to if I have a concern?
Form Tutor/Subject Teacher
Head of Year
Assistant Head Pastoral, Wellbeing and Boarding
Deputy Head
2
What strategies do we have to prevent bullying?
PSHEE curriculum
Assemblies
Form Time
Student Council
Our motto
Navigating friendships workshops
Girls on Board
Online Safety and using IT responsibly
3
If you feel that you are being bullied:
Report your concern to a teacher, Form Tutor or HoY.
A written record of your conversation will be kept and passed on to your HoY.
The School's Prevention of Bullying policy shows what is and is not classified as bullying.
4
If you have been bullied:
Your HoY will meet with those involved. This meeting aims to:
Hear both sides of the story
Discuss options for resolving the issue
Parents of all parties will be informed and told next steps.
Appropriate sanctions will be issued where necessary.
5
Your HoY will keep in close contact with those involve to ensure that:
The victim is being supported
The 'bully' learns from their mistakes
No further incidences occur
6
What will happened if it is found that you are not being bullied?
Your HoY will be there to support you and ensure the matter is resolved.
7
Throughout the process those involved will be kept informed. In some cases students will be consulted about when their parents will be contacted. The Assistant Head Pastoral, Wellbeing and Boarding will be regularly updated and the Deputy Head will hold a record of all meetings/actions in the Anti-bullying Log.

Appendix 5 - Useful Links and Supporting Organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools
- SEND
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and
- disabilities:www.cafamily.org.uk/media/750755/cyberbullying_and_send_-
- _module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-
- 0-to-25 Cyberbullying
- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/ukcouncil-
- forchild-internet-safety-ukccis September 2017, Education Safeguarding Team,
- Kent County Council 10 Race, religion and nationality
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama:www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srtrc.org/educational

- Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk Sexual harassment and sexual bullying
- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaignposters
- Anti-bullying Alliance: advice for school staff and professionals about developing effective
- anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-aboutbullying/sexual-and-genderrelated
- Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)

Government guidance:

- Preventing and tackling bullying: Advice for headteachers, staff and governing bodies (DfE,
- July 2017) www.gov.uk/government/publications/preventing-and-tackling-bullying;
- Cyberbullying: advice for headteachers and school staff (DfE, November 2014);
- Working together to safeguard children (DfE, July 2019);
- Keeping children safe in education (DfE, September 2024);
- Sexual violence and sexual harassment between children in schools and Schools (DfE, May
- 2018);
- Searching, screening and confiscation: advice for schools (DfE, January 2018).

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

Appendix 6 - Support and Advice about Cyber-Bullying

At National Online Safety we believe in empowering parents, carers and trusted adults with the information they need to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one platform of many which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

What children need to know about
ONLINE BULLYING
What is online bullying?
ONLINE BULLYING – ALSO KNOWN AS CYBERBULLYING – IS BULLYING THAT TAKES PLACE ON THE INTERNET OR VIA ELECTRONIC DEVICES AND MOBILE PHONES. IT CAN INCLUDE:
1. SENDING SOMEONE MEAN OR THREATENING EMAILS, DIRECT MESSAGES OR TEXT MESSAGES
2. HACKING INTO SOMEONE'S ONLINE ACCOUNT
3. BEING RUDE OR MEAN TO SOMEONE WHEN PLAYING ONLINE GAMES
4. POSTING PRIVATE OR EMBARRASSING PHOTOS ONLINE OR SENDING THEM TO OTHERS
5. CREATING FAKE SOCIAL MEDIA ACCOUNTS THAT MOCK SOMEONE OR TRICK THEM
6. EXCLUDING SOMEONE FROM AN ONLINE CONVERSATION OR BLOCKING THEM FOR NO REASON
BE KIND ONLINE
BEFORE PRESSING 'SEND' ON COMMENTS, ASK YOURSELF THESE 3 QUESTIONS...
1. WHY AM I POSTING THIS?
2. WOULD I SAY THIS IN REAL LIFE?
3. HOW WOULD I FEEL IF SOMEBODY SAID THIS TO ME?
NOS
National Online Safety
#WakeUpWednesday
Why does it happen?
GOING ONLINE MAKES IT EASIER FOR PEOPLE TO SAY AND DO THINGS THEY PROBABLY WOULDN'T DO FACE TO FACE. ONLINE BULLIES DON'T GET TO SEE THEIR VICTIMS' REACTIONS IN REAL LIFE, SO THIS CAN COCOON THEM FROM THE REAL DAMAGE THAT THEY ARE DOING. QUITE OFTEN, PEOPLE BULLY BECAUSE THEY ARE GOING THROUGH SOMETHING DIFFICULT THEMSELVES AND TAKING IT OUT ON OTHERS IS THE ONLY WAY THEY KNOW HOW TO GET CONTROL OF THEIR OWN EMOTIONS.
How does it feel to be bullied?
BEING BULLIED CAN IMPACT ON YOUR SELF-ESTEEM, CONFIDENCE AND SOCIAL SKILLS. BECAUSE IT HAPPENS ON YOUR PHONE, TABLET OR COMPUTER, IT CAN FEEL LIKE YOU ARE UNDER THREAT EVEN WHEN YOU'RE IN A SAFE ENVIRONMENT, SUCH AS YOUR BEDROOM. DON'T FORGET...IT IS NOT YOUR FAULT IF YOU'RE BEING BULLIED.
Am I an online bully?
SOMETIMES IT ISN'T OBVIOUS THAT WHAT YOU ARE DOING IS WRONG, BUT IF YOU USE DIGITAL TECHNOLOGY TO UPSET, ANGER OR EMBARRASS SOMEONE ON PURPOSE, THIS MEANS YOU'RE INVOLVED IN ONLINE BULLYING. IT MIGHT BE AS SIMPLE AS 'LIKING' A MEAN POST, LAUGHING AT AN ONLINE VIDEO, OR SPREADING A RUMOUR, BUT THE PERSON BEING BULLIED COULD FEEL LIKE THEY ARE BEING GANGED UP ON. THINK ABOUT HOW IT WOULD MAKE YOU FEEL IF IT HAPPENED TO YOU. EVERYONE CAN MAKE MISTAKES, BUT IT'S IMPORTANT TO LEARN FROM THEM – GO BACK AND DELETE ANY UPSETTING OR NASTY POSTS, TWEETS OR COMMENTS YOU'VE WRITTEN.
Who do I tell?
YOU DON'T HAVE TO DEAL WITH THE BULLYING ON YOUR OWN. TALK TO AN ADULT THAT YOU TRUST – A PARENT, GUARDIAN, OR TEACHER. MOST WEBSITES, SOCIAL MEDIA WEBSITES AND ONLINE GAMES OR MOBILE APPS LET YOU REPORT AND BLOCK PEOPLE WHO ARE BOTHERING YOU. YOU COULD ALSO CONTACT CHILDLINE (WWW.CHILDLINE.ORG.UK), WHERE A TRAINED COUNSELLOR WILL LISTEN TO ANYTHING THAT'S WORRYING YOU – YOU DON'T EVEN HAVE TO GIVE YOUR NAME.
How do I prove it?
WHEN CYBERBULLYING HAPPENS, IT IS IMPORTANT TO DOCUMENT AND REPORT THE BEHAVIOUR, SO IT CAN BE ADDRESSED – RECORD THE DATES AND TIMES WHEN CYBERBULLYING HAS OCCURRED, AND SAVE AND PRINT SCREENSHOTS, EMAILS, AND TEXT MESSAGES.
How can I stay safe?
MAKE SURE YOUR PRIVACY SETTINGS ARE SET SO THAT ONLY PEOPLE YOU KNOW AND TRUST CAN SEE WHAT YOU POST. NEVER GIVE OUT PERSONAL INFORMATION ONLINE, SUCH AS IN PUBLIC PROFILES, CHAT ROOMS OR BLOGS, AND AVOID FURTHER COMMUNICATION WITH THOSE SENDING THE MESSAGES. KEEP AWARE OF FAKE PROFILES AND INTERNET USERS PRETENDING TO BE SOMEONE THAT THEY ARE NOT.
www.nationalonlinesafety.com
Twitter - @natonlinesafety
Facebook - /nationalonlinesafety
Phone - 0800 368 8061

AT NATIONAL ONLINE SAFETY WE BELIEVE IN EMPOWERING PARENTS, CARERS AND TRUSTED ADULTS WITH THE INFORMATION THEY NEED TO HOLD AN INFORMED CONVERSATION ABOUT ONLINE SAFETY WITH THEIR CHILDREN, SHOULD THEY FEEL IT IS NEEDED. THIS GUIDE FOCUSES ON ONE PLATFORM OF MANY WHICH WE BELIEVE TRUSTED ADULTS SHOULD BE AWARE OF. PLEASE VISIT WWW.NATIONALONLINESAFETY.COM FOR FURTHER GUIDES, HINTS AND TIPS FOR ADULTS.
LITTLE REMINDERS OF HOW TO
BE KIND ONLINE
ONLINE ABUSE CAN HAVE A SEVERE IMPACT ON PEOPLE'S LIVES AND IS OFTEN TARGETED AT THE MOST VULNERABLE. CYBERBULLYING HAS BEEN SHOWN TO HAVE PSYCHOLOGICAL AND EMOTIONAL IMPACT. IN ORDER FOR US TO DEVELOP EMPATHY FOR OTHERS WE SOMETIMES NEED TO MOVE AWAY FROM FULFILLING OUR OWN NEEDS AND THINK ABOUT THE NEEDS OF OTHERS. THIS IS SOMETIMES MORE CHALLENGING ONLINE BECAUSE WE CANNOT SEE THE PERSON, CONNECT WITH HOW THEY FEEL NOR INTERACT FACE TO FACE.
THIS GUIDE WILL HELP YOU TO BE MORE CAREFUL ONLINE AND IS SUITABLE FOR ANY ENVIRONMENT I.E. GAMING, MESSAGING AND SOCIAL MEDIA. IT WILL HELP YOU TO UNDERSTAND THE IMPORTANCE OF SHOWING KINDNESS AND HOW TO DEVELOP EMPATHY ONLINE.
TOP TIPS FOR EVERYBODY
#WAKEUPWEDNESDAY
UNDERSTAND WHAT 'EMPATHY' IS
EMPATHY IS THE SKILL OF RECOGNISING, UNDERSTANDING AND CARING ABOUT ANOTHER PERSON'S FEELINGS AND TAKING ACTION TO HELP. THIS IS TRICKIER ONLINE BECAUSE RECOGNISING AND IMAGINING HOW ANOTHER PERSON FEELS IS HARD WHEN WE ARE NOT WITH THEM FACE TO FACE. WHEN WE TRY AND UNDERSTAND HOW SOMEONE FEELS THROUGH WORDS ALONE, IT CAN LEAD TO CONFUSION OR A MISUNDERSTANDING.
FEEL, SEE AND UNDERSTAND
IF WE IMAGINE OURSELVES IN THE SITUATION OF ANOTHER PERSON, WE TAKE ANOTHER STEP DOWN THE PATH OF EMPATHY. IT DOESN'T MEAN AGREEING WITH THE OTHER PERSON. BUT IT MEANS UNDERSTANDING HOW THEY FEEL. IF YOU FEEL YOURSELF BECOMING DETACHED AND UNCARING PERHAPS DEVELOP A MENTAL PICTURE OF THEM. SO YOU CAN IMAGINE THEM AS REAL PERSON AND NOT JUST A BUNCH OF WORDS. IF YOU KNOW THE PERSON, CONSIDER A VIDEO CHAT OR VIDEO CALL.
DEVELOP SELF EMPATHY
ALTHOUGH WE TEND TO SHOW THE BEST OF OUR LIVES THROUGH SOCIAL MEDIA, THE REALITY IS WE ARE NOT ALL PERFECT. HAVING EMPATHY FOR OTHERS MEANS WE NEED TO ALSO HAVE SELF EMPATHY. IF WE UNDERSTAND THAT WE ARE NOT ALL PERFECT, INCLUDING OURSELVES, WE CAN FIND KINDNESS.
OFFER HELP
ACCORDING TO DR DAN SEIGEL, A CLINICAL PROFESSOR OF PSYCHIATRY, BEING KIND IS REALLY ABOUT RESPECTING EACH OTHER'S VULNERABILITY AND WANTING TO HELP. SO, WHEN SOMEONE IS SHARING THAT THEY ARE STRUGGLING OR FINDING LIFE HARD, OFFER HELP, EVEN IF THE HELP IS A LISTENING EAR OR SAYING, 'I CAN UNDERSTAND YOU WOULD FEEL THAT WAY, I'M HERE FOR YOU'.
TRY TO ADD VALUE
CONSIDER, BEFORE YOU COMMENT ON A POST OR IMAGE, HOW CAN I HELP THIS PERSON TO LOWER THEIR SADNESS? HOW CAN I ADD SOMETHING TO IMPROVE THEIR DISTRESS AND HAPPINESS? SHOWING OTHER PEOPLE'S PAIN AS ENTERTAINMENT AS A WAY TO GET NOTICED OR MORE LIKES DOES NOT ADD VALUE.
BE RESPONSIBLE
THINK TWICE BEFORE YOU ACT. CONSIDER, ARE YOU ACTING ON ANGER, FRUSTRATION OR IN A MOMENT OF JUDGING A SITUATION WITHOUT KNOWING THE TRUTH? ONLINE, IT IS EASY NOT TO HAVE ALL THE FACTS AND REACT TO A SITUATION WHICH IS BEING PORTRAYED.
UNDERSTAND THE IMPACT OF YOUR ~~WORDS~~ ACTIONS
COMMENTING ONLINE SOMETIMES MEANS THAT WE DON'T ACTUALLY 'SEE' THE IMPACT OF OUR COMMENTS AND WORDS. THIS MEANS IT CAN BE EASIER TO DETACH FROM THE CONSEQUENCES OF OUR ACTIONS. UNKIND COMMENTS DO HAVE CONSEQUENCES AND CAN ADD TO SOMEONE'S DISTRESS AND FEELING ABOUT THEMSELVES.
DISASSOCIATE FROM PACK MENTALITY
ONLINE, IT IS EASY TO GET CAUGHT UP WITH POSTING NEGATIVE COMMENTS BECAUSE EVERYONE ELSE SEEMS TO BE. GET COMFORTABLE WITH STANDING OUT, AND NOT GETTING CAUGHT UP POSTING NEGATIVELY BECAUSE EVERYONE ELSE IS. EVEN IF THIS MEANS STANDING ALONE AND REMINDING OTHER PEOPLE THAT THEIR BEHAVIOUR IS UNKIND. YOUR COURAGE COULD SAVE A LIFE.
#BEKIND