Anti-Bullying Policy

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Anti-Bullying Policy

Contents

1.   Introduction

The Repton community is wholeheartedly committed to providing a safe, caring, welcoming and friendly atmosphere in which individuality will flourish. Our ethos is one of acceptance, respect, integrity, honesty and courage, and it is clear that, in this context, bullying will not be tolerated.

It is our primary aim to create a school culture which prevents instances of bullying from being a serious problem in the first place. We do not simply wait for bullying to happen and are conscious that the nature of boarding environment (and the long day for day pupils) can, potentially, intensify issues such as peer pressure. A pro-active approach is entrenched throughout Repton life through strategies such as our PHSE programme, the strong 'family' house system, powerful modelling of appropriate behaviour by those in authority, positive messages delivered via regular lectures, assemblies and Chapel services, peer-mentoring schemes, rewards to encourage positive behaviour, as well as regular and appropriate training for both staff and pupils. We consequently hope to engender the values and traits required for living positively and constructively in a close-knit boarding community. This means respecting the space, privacy and property of others, treating all members of the community with respect, acceptance and compassion, respecting personal boundaries and wishes, celebrating our differences, and offering support and encouragement to each other at all times. We expect pupils to maintain these values at all times and within and beyond the school site.

Whilst this is the ideal to which we hope to guide all Reptonians, the School nevertheless accepts that bullying does occur and that this can lead to significant and long-term physical, emotional, and psychological damage in the victim. Bullying is also destructive of the wider community and undermines the mission of the School to provide a safe and secure environment for all its pupils. If bullying goes unchecked, it can also be very damaging for the long-term personal development of both the perpetrator and those who witness bullying as such behaviour may become learned and habituated. It is for these reasons that the School views bullying as a significant offence which can in the most serious instances be punished by exclusion, both temporary and also permanent.

2.   Definition

Bullying is any behaviour carried out by an individual or a group, usually repeated over a period of time, which thoughtlessly or deliberately causes pain, suffering, unhappiness or humiliation in another who may find it difficult to defend himself or herself.
Bullying takes many direct and indirect forms – verbal, psychological, emotional, physical, sexual – and is often motivated by prejudice against particular individuals or groups on grounds of race, religion, culture, gender, sexuality, special educational needs, disability, or family situation. It may take place directly, or through the use of technology.

We view the following as examples of bullying:

- Name-calling, teasing and mocking others in an unpleasant manner
- Initiation ceremonies
- The exclusion of others from social groups, games or conversations in the knowledge that such exclusion will cause distress
- The deliberate humiliation of others
- Pushing, hitting, kicking, or using other objects to cause physical pain
- Intimidating others into doing something against their will
- Preventing others from doing something they want to do through intimidation
- The deliberate invasion of another's space and privacy, and taking of property in the knowledge that such behaviour will cause distress
- The sending of malicious, hurtful or inappropriate emails, text messages or photos and the posting of malicious, hurtful or inappropriate comments or photos on social media/networking sites. See annex a for more information on online/cyberbullying and the safeguarding children and child protection policy

We do not view the following as bullying:

- The occasional dispute between two individuals
- Senior pupils having responsibility for the supervision of younger years where this is designed to enhance the smooth running of the school, such as prep or bedder duties

3.   Responsibilities

Bullying thrives on secrecy and so it is the responsibility of every member of the Repton community to remain vigilant to the threat of bullying at all times and to act immediately if they see or suspect that bullying is happening.

It is important to remember that any pupil, regardless of age, personality and profile within the community, may be subject to bullying from other members of the community. Staff must also appreciate that in the context of a residential setting, there may be enhanced potential for such negative behaviour. They should be especially vigilant of those who may be more vulnerable, such as:

- Those new to the community, especially any with a history of social difficulties at previous schools
- Those who are distinct from their peers on the grounds of appearance, sexual, gender or cultural identity, background or beliefs
- Those who struggle to develop friendships or do so in inappropriate ways, or whose interests are more solitary
- Younger pupils who appear confident and can attract or attempt to court the attention of older pupils
- Those with SEND.

Possible behavioural signs that indicate that bullying might be occurring include:

- Pupils appearing withdrawn, unduly sensitive, or crying easily.
- A lack of confidence and sense of self-esteem.
- Absence from school or from certain school activities.
- Physical injuries such as cuts and bruises.
- Rapid gain or loss in weight.
- Any sudden change in or uncharacteristic behaviour.
- It is important to remember that these signs are not necessarily the result of bullying. There may well be other reasons for such behaviour but the warning signs must never be ignored by staff.

4. Procedures, Investigation and Recording

If a pupil is being bullied, or feels that they are being bullied, it is hoped that they will seek help and advice immediately. This message is delivered regularly and both formally and informally in a variety of ways, such as new pupil induction programmes, PHSE lessons, the publication of posters and notices throughout the school site and regular, positive messages delivered through Chapel and assemblies, outside speakers and the Anti-Bullying Week initiative.

It is likely that pupils will turn to a figure of authority for help, support and guidance. This might include:

- Parents, siblings or friends
- Another pupil such as a Head of House, Prefect, or mentor
- The School Doctor, medical staff, Pupil Wellbeing & Mental Health Lead, or School Counsellor
- A member of House staff such as a Tutor or Matron
- Their Housemaster or Housemistress
- The Chaplain
- The Principal Deputy Head; the Deputy Head Pastoral, Deputy Head Safeguarding or Deputy Head Organisation and Behaviour
- The Independent listener/person
- A member of staff

There are also opportunities for pupils to report their concerns remotely or anonymously via:

- The School's anti-bullying email address – stopbullying@repton.org.uk
- The centrally located Suggestions/ Thoughts Box (under the Cloisters)

In many circumstances, allegations of negative behaviour will be reported directly to the Houseparent of the pupil being bullied who will then take action. On other occasions, the victim may choose to speak to another member of staff in the first instance, or the report may be made by a concerned fellow-pupil. However, in all instances staff should adhere to the following procedural advice:

- Always take the allegation seriously and make the victim know that you are on their side.
- Establish whether there is any immediate threat to their welfare, either physical or psychological,
- Be sensitive, reassuring and emphasise that they are not alone in dealing with the problem and make sure that they are aware of all the support mechanisms available both within and outside the School.
- Use open questions to encourage them to describe the situation in their own words.
- Do not promise confidentiality and let the pupil know that the matter must be reported to the Houseparent.
- Do not attempt to resolve the issue on your own and, wherever possible, take the matter immediately to the relevant Houseparent.
- Make written notes as soon as is practical. These are an essential component in any disciplinary investigation, as well the pastoral records, and the initial disclosure is of particular importance. This should include any specific evidence presented: eg physical

bruising and an attempt to gauge how hard any physical contact was on a scale of 1 to 10.
- If the evidence of bullying is on a mobile phone, confiscate the phone but do not access the material. This should be done only by the DSL (with assistance from the IT Dept).

It can, of course, be extremely difficult for a pupil to speak out, whether they are the victim themselves or see the bullying of another. Even if a disclosure or report has not been made but a member of staff suspects that a pupil is subject to bullying from others, this must be reported to the Houseparent. An opportunity will then be created by an appropriate member of staff (eg Houseparent, Chaplain or Matron) for the pupil to speak in private and in a safe environment.

Any potential safeguarding issue must be reported directly to the Designated Safeguarding Lead, who will decide whether it is appropriate to involve local agencies including children's social care and the police. A bullying incident must be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. Staff must act strictly in accordance with the School's Safeguarding Children and Child Protection Policy at all times.

However, in exceptional circumstances or if any pupil is in immediate danger, the instruction above does not prevent any member of staff from contacting the police and /or Derbyshire Social Services. Thereafter, the member of staff should report the incident as quickly as possible to the DSL.

In non-safeguarding issues, the Houseparent, or Houseparents if pupils from more than one House are involved, will inform the Deputy Head (Organisation and Behaviour) and an investigation will be conducted in accordance with the school guidelines and disciplinary procedures: staff should refer to the School Rules, the Behaviour Management Policy and the Serious Incidents Protocol flowchart. This process is likely to involve interviews with a range of pupils (the victim, alleged perpetrator, other members of the peer group and school community, particularly senior pupils), consultation with appropriate staff (tutor, Matron and SMT), and the gathering of any relevant evidence (such as screen-shots or photographs). The most serious incidents will be reported to the Principal Deputy Head and Headmaster. Houseparents will lead on communication with parents, who should be advised of the situation as early as possible. Allegations of bullying are highly emotive for parents on all sides and it is essential to ensure that they are kept well-informed throughout and able to support their children.

The Houseparent, in tandem with the Deputy Head (Organisation and Behaviour) will be responsible for ensuring that appropriate records of the incident are maintained. Once the investigation and the disciplinary procedure have been concluded, the Houseparent will complete a Bullying Log, with a copy being saved in all relevant pupils' files and another copy sent to the Deputy Head (Organisation and Behaviour). This is to ensure that any patterns in bullying behaviour or peer-to-peer issues within the school community can be identified and addressed and the effectiveness of the school's strategies be evaluated through SMT oversight.

5.   Strategies

No two incidents of bullying are identical and it is therefore impossible to specify the exact strategy which will be employed when dealing with negative behaviour. The following, however, represent the variety of strategies which can be used in order to move things forward positively:

For the victim:

- Offering counselling, often via the School Chaplain or School Counsellor, to enable pupils to talk through their experiences and come to terms with these, to help build self-esteem and to restore a sense of well-being
- Discussing and developing strategies which might help them become more assertive, though not aggressive, and therefore more resilient
- If appropriate, educating pupils to become aware of their own behaviour so that they can limit the likelihood of similar incidents in the future
- Following up with regular meetings for those involved or, indeed, for whole year groups to address general issues
- Continued close monitoring of the situation by Houseparent, Tutor and any other appropriate staff
- Effective liaison with parents
- Seeking opportunities to use their experience in a positive way, for example in counselling younger pupils, promoting anti-bullying messages etc,

For the perpetrator:

- A formal interview with a member of SMT during which the School's expectations with regard to negative behaviour will be made clear: bullying has no place in the school community.
- The offender's parents will usually be informed and asked to work with the School to prevent and tackle bullying and also to enable the perpetrator to act within expected norms.
- Sanctions, as detailed in the Behaviour Management Policy, are available to be used. These may include detentions or periods of loss of privileges, with a strong emphasis on making positive reparations to the community. In the most serious of instances, temporary or permanent exclusion will be employed.
- Offering counselling, often via the School Chaplain or School Counsellor, to help them understand the negative impact of their poor behaviour and what might have caused such behaviour in the first place, and to educate them as to how to improve their conduct
- Developing practical strategies for handling their frustrations and anxieties and finding more positive ways of interacting with their peers.
- Continued support for any issues within their school or home lives.
- Positive reintegration into their peer group.
- Close monitoring of the situation by Houseparent, Tutor and any other relevant staff and effective liaison with the parents.

It is important to recognise that the impact of such incidents can be very long-lasting. Relevant staff should be briefed appropriately and remain vigilant with regard to relationships and aware of the need to support all parties in the long term.

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, 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 police. For example, under the Malicious Communications Act 1988, any person who sends 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, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

6. Mediation and Reconciliation

In some instances it may be appropriate to begin the process of rebuilding with a 'no-blame' approach, recognising that in many conflicts responsibility can lie on both sides. In such cases, all parties concerned are encouraged to see the situation from the perspective of each other, thus developing a mature sense of empathy. We strongly believe that by supporting the growth of sophisticated emotional skills, we are more likely to create a sustainable solution to the problem.

In cases where there is a more clear-cut 'offender' and 'victim', the School will seek to pursue the path of mediation and reconciliation, rebuilding and understanding the impact of bullying on the victim. Such an approach accepts the reality of what has happened, the right of the 'victim' to have something done about it, but also the fact that, in the majority of cases, the 'offender' will be feeling sorry and will value the opportunity to regain the trust and regard of both the 'victim' and the wider community. Schools should be transformational places for all members of their community and we therefore believe that it is right to give pupils second chances and opportunities to show that they are learning and growing as young people.

By pursuing a 'restorative' approach to justice, we hope to develop sustainable and long-term improvement in the behaviour of 'offenders' whilst at the same time rebuilding a sense of self-esteem and well-being in the 'victim' by involving them in the process of reparation and giving them the opportunity to forgive.

This approach may be used in the first instance in place of a sanction or, in the case of more serious or repeated instances of negative behaviour, by placing the events in the context of a community predicated on values such as forgiveness, a sense of responsibility for one's own actions and mutual understanding. However, pupils should remain in no doubt that instances of negative behaviour will not be tolerated and in the most serious or repeated instances can result in suspension or expulsion.

7.   Promoting the message and raising awareness: what we do

We are wholeheartedly committed to providing positive models of behaviour from staff and pupils alike, as well as spreading strong and consistent messages about positive behaviour. Engendering positive values within the school community and ensuring that the message that bullying is not tolerated at Repton School is achieved through a variety of educational channels which include:

- The Code is printed as part of the School Rules in the calendar, a copy of which is given to all pupils each year, and it is displayed on notice boards around the School. Explicit reference will regularly be made to it when dealing with allegations of negative behaviour between pupils.
- The same values of tolerance and respect for others are explicit in the Repton Code of Conduct.
- The PSHE programme is a vital part of school life and anti-bullying topics are regularly covered both by specialist PSHE teachers and also house tutors.
- Outside speakers also reinforce this message
- Areas of the curriculum also provide the opportunity for moral and spiritual discussion and development.
- Both classroom education and life across the School offer the opportunity to celebrate difference and to emphasise the importance of avoiding prejudice-based language.
- Chapel is an integral part of Repton life in which the Chaplain, staff and pupils themselves can use the opportunity to discuss and present positive narratives on moral and spiritual topics.
- House assemblies, meetings and Lists (whole-school assemblies) also provide the opportunity for senior figures in the school community to emphasise the positive values for which Repton stands.
- The House system itself, upon which the Repton community is founded, is pivotal in the development of all Reptonians. Housemasters/mistresses model the positive behaviour which they expect in others, and will provide both formal and informal opportunities for pupils to exercise leadership, service and responsibilities. This includes a system of mentoring in which older pupils and prefects take responsibility for the welfare and well-being of new pupils.
- The School is committed to regular training for both staff and pupils on issues of bullying, including practical measures on how to recognise, deter and deal with its incidence and to be aware of the times and places when bullying is most likely to occur. For staff this means internal and external INSET; for senior pupils we run practical training for Heads of Houses and Deputies during which the topic of bullying and how to deal with bullying issues takes a central place, and this is a regular topic of discussion and development between Senior Management and School Prefects and between Houseparents and their House Prefect teams.
- We regularly enlist the help of external agencies and speakers to develop our pastoral programme: for example, hosting lectures for staff, pupils and parents on topics such as cyberbullying and e-safety, and developing links with the Derbyshire Safeguarding Children Board.

8.   What parents can do

We understand that, while Repton is predominantly a boarding community, it is vital that a strong and trusting partnership between the School and parents is vital in tackling bullying. To this end we advise parents to:

- be aware of distress or changes in behaviour or attitude in their children. For day pupils, this may be a reluctance to go to school or, for boarders, to return after a weekend at home.
- take an active interest in their children's social lives, discussing friendships and how free time is spent.
- encourage their children to report bullying immediately whether they be witnesses or victims of negative behaviour.
- share information or concerns openly with staff.
- take advantage of events organised by the School to promote the anti-bullying message or share effective strategies.
- take an active role in supporting the School's expectations and judgements in the aftermath of any bullying incident.
- remain in contact with Houseparents to monitor relationships after any incident.

9.   Staff and Parents

9.1.   Staff

Any allegations of bullying of pupils by a member of staff should be reported to the Headmaster immediately and will dealt with according to the Staff Code of Conduct.

E-mail: headmaster@repton.org.uk
Telephone: 01283 559200

As per the Staff Code of Conduct, Repton is clear in communicating to its staff that they are in a position of trust. If ever a situation arises where a pupil (or the parent/guardian of a pupil) feels that a member of staff has behaved unprofessionally towards a pupil and abused this position of trust, it should be reported to the Headmaster.

In any instance where a member of staff is alleged to have behaved unprofessionally towards a pupil and abused their position of trust, the Headmaster will be made aware of the allegation and a formal investigation will follow. The pupil and their parents/guardian will be informed that an investigation will be conducted, and any conclusions or consequences will be reported to them once completed.

9.2.   Parents

Intimidation and bullying type behaviour by parents towards their own or other children in a school setting or context (e.g. at the side of a sports pitch) should also be reported immediately to the Headmaster.

10. Other useful sources of information and advice

Anti-Bullying Alliance – www.anti-bullyingalliance.org.uk
Kidscape – www.kidscape.org.uk
Restorative Justice Council – www.restorativejustice.org.uk
Childnet – www.childnet.com
Childline – www.childline.org.uk
Stonewall – www.stonewall.org.uk
Mencap – www.mencap.org.uk
CEOP (Child Exploitation and Online Protection – www.thinkuknow.co.uk
Children's Commissioner – www.childrenscommissioner.gov.uk
Derbyshire Police, interim guidance on Online Child Abuse: Online child abuse | Derbyshire Constabulary

Annex A - Preventing Cyber-Bullying

1.   Introduction and definition of cyber-bullying

Cyber-bullying can be defined as 'the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, to deliberately upset someone else'. It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages, the size of the audience, perceived anonymity, and even the profile of the person doing the bullying and their target.

The following appendix has been produced with reference to 'Safe to Learn: Embedding anti-bullying work in schools'. It is intended to provide clarity about:

- Cyber-bullying and linked policies
- Differences between cyber-bullying and bullying
- Examples of cyber-bullying
- Education to help prevent cyber-bullying
- Support for those being bullied
- Advice to staff
- Working with the victim and the perpetrator
- Working with parents
- Procedures and sanctions
- Cyber-bullying and the law

Policies linked with prevention of cyber- bullying:

- Anti-Bullying Code
- The Safeguarding Children and Child Protection Policy
- Code of Conduct (Staff Employment Handbook)
- Pupil Behaviour Management Policy
- Acceptable Use Policy

Online Safety policy Repton School is committed to safeguarding and promoting the welfare of pupils in its care. As is made clear in the Anti-Bullying policy, Repton rejects any and all forms of bullying behaviour.

2.   Differences between bullying and cyberbullying

Cyber-bullying is a form of bullying, although there are some particular features which set it alone from bullying. The key differences are:

- Impact – The scale and scope of cyber-bullying can be greater than other types of bullying.
- Targets and Perpetrators – The people involved may have a different profile from traditional bullies and their targets.

- Location – the 24/7 and any place nature of cyber-bullying.
- Anonymity – The person being bullied will not always know who is attacking 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 should have evidence of its occurrence.

Examples of cyber-bullying may include:

- Cyber-stalking – repeatedly sending unwanted texts or instant messages.
- Threats and intimidating messages sent via computers or mobile phones.
- Creating and sharing embarrassing images or videos.
- 'Trolling' - the sending of menacing or upsetting messages on social networks, chat rooms or online games.
- Setting up hate sites or groups about a particular child.
- Encouraging young people to self-harm.
- Voting for or against someone in an abusive poll.
- Creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name.
- Posting fake and/or obscene photographs of the victim on a social networking site, sending explicit messages, also known as sexting.
- Pressuring others into sending sexual images or engaging in sexual conversations.

3.   Education to help prevent cyber-bullying

As with all aspects of pastoral care, education lies at the heart of our approach. Issues associated with the appropriate use of ICT are discussed both inside and outside the classroom.

All pupils follow a structured programme of education to all year groups through the School's PSHE Programme. This is reinforced throughout the school curricula and that pupils need to show both personal responsibility and accountability in the use of the ever-advancing technological field that is open to them. Staff are provided with opportunities to develop their own understanding of electronic media and methods of reporting. Further reminders of the use of ICT in education is made available via the house system, Chapel services and via the use of expert speakers.

4.   Support for those being bullied

Cyber-bullying is a particularly pernicious aspect of bullying and is recognised as posing significant risk to the welfare of children. Current research into the extent of cyber bullying indicates that it is a feature of many young people's lives. Cyber-bullying can have a seriously detrimental impact on a victim for a number of reasons.

- The sense of invasion of an individual's home and personal space.
- The anonymity (at least initially) of the bully.
- The difficulty in controlling electronically circulated messages.
- The ability to broadcast upsetting messages and images to a potentially huge audience.

- The opportunity for others to become involved in the bullying activity.

4.1 Advice to staff
- Tell the target not to retaliate or return messages but keep the evidence.
- Give emotional support to the target.
- Remind pupil of the need to think about the information they put in the public domain.
- As a final resort advice the target to change their contact details or mobile number although impress on the individual that they must not feel they are being punished.
- Try to contain the incident by removing the offensive material from the web. Contact the Deputy Head Safeguarding and Designated Safeguarding Lead
- Contact the host site (social networking site) to make a full report.

4.2 Working with parents
Parents should be informed at the earliest possible stage in a cyberbullying investigation. They should be aware that the school does not tolerate bullying and that they have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way which protects their child;

5. Procedures - working with the victim and the perpetrator

The guiding principles and practices outlined in The Anti-Bullying Code underpin our approach when responding to any and all forms of bullying, including cyber-bullying. Restorative approaches can be effective and should be used in conjunction with – but not in place of – sanctions. The principle is that the pupil causing harm is held to account for their behaviour. Once the person responsible has been identified, steps are taken to ensure they understand and appreciate the impact of their actions and the need to change their attitude and behaviour. This is particularly important when dealing with examples of cyber-bullying as the bully may not witness directly the effect their behaviour has had on the victim.

This means:
- accepting responsibility for the harm caused to the individual being bullied.
- accepting responsibility for the harm caused to others (for example staff, friends or family).
- recognising the need to take action to begin to repair the harm caused; and agreeing a range of actions – in conjunction with all those involved – which will be monitored over an agreed period of time.

6. Sanctions

Pupils are also reminded that misconduct of this kind outside school will be subject to school discipline if the welfare of other pupils or the culture or reputation of the school are placed at risk. Cases of cyber-bullying are treated very seriously and appropriate sanctions will always be taken.

Misuse of ICT is subject to the school's disciplinary regime. Sanctions may include confiscation of mobile phones or restrictions on the use of the internet. In serious cases the Headmaster may consider suspension or indeed permanent exclusion. Where there are concerns that a criminal act has been committed or that a pupil has been subject to child abuse, the matter may need to be referred to the police and / or children's social services. Records of all incidents involving ICT are logged through the Deputy Head (Safeguarding) and Designated Safeguarding Lead and Deputy Head (Organisation and Behaviour).

7.   Cyber-bullying and the law

Although cyber-bullying is not a specific criminal offence, there are criminal laws that can apply in terms of harassment as well as threatening and menacing communications. The police will be contacted if there is evidence to suggest the law has been broken. Pupils are entitled to their freedom of expression and respect for their private lives but they must not infringe the rights of others.

Infringement includes, among other things,
- libel and slander
- bullying
- harassment and victimisation
- inciting hatred on racial, religious and homophobic grounds
- breach of confidentiality
- breach of copyright.

The following pieces of legislation may have a bearing in any of the above examples:
- Obscene Publications Act 1959
- Protection of Children Act 1978
- Public Order Act 1986
- Malicious Communications Act 1988
- Computer Misuse Act 1990
- Protection from Harassment Act 1997

8.   Monitoring and Evaluation

- Evaluation from pupils through Prefect meetings
- Evaluation from pupils via Housemaster meetings
- Evaluation at SMT level
- Revised policy on a yearly cycle

9. Further Guidance for help, support and resources on cyber-bullying (also see main policy)

Department of Education – Preventing Bullying - Preventing bullying - GOV.UK (www.gov.uk)
'Safe to Learn' - Safe to Learn | End Violence (end-violence.org)
Kidscape - Help With Bullying (kidscape.org.uk)
The Anti-Bullying Alliance - Anti-Bullying Alliance
Childline - Childline | Childline
NSPCC - Keeping children safe | NSPCC
Young Minds - http://www.youngminds.org.uk/?gclid=CLjctorC0McCFSQXwwoduRwLcw
Family Lives - http://www.familylives.org.uk/

Appendix B – Anti-Bullying Code

The Repton community is wholeheartedly committed to providing a safe, caring, welcoming and friendly atmosphere in which individuality will flourish. Our ethos is one of acceptance, respect, integrity, honesty and courage, and it is clear that, in this context, *bullying will not be tolerated.*

Bullying is any behaviour carried out by an individual or a group, usually repeated over a period of time, which thoughtlessly or deliberately causes pain, suffering, unhappiness or humiliation in another who may find it difficult to defend himself or herself.

Bullying takes many direct and indirect forms – verbal, psychological, emotional, physical, cyber, sexual – and it is utterly unacceptable to bully somebody because of their race, religion, culture, gender, sexuality, special educational needs, disability, or family situation. Bullying also includes the exploitation of others, such as older pupils taking unfair advantage of younger ones.

We view the following as examples of bullying: name calling, teasing and mocking others in an unpleasant manner; initiation ceremonies; the exclusion of others from social groups, games or conversations in the knowledge that such exclusion will cause distress; the deliberate humiliation of others; pushing, hitting, kicking, or using other objects to cause physical pain; intimidating others into doing something against their will; preventing others from doing something they want to do through intimidation; the deliberate invasion of another's space and privacy, and taking of property in the knowledge that such behaviour will cause distress; the sending of malicious, offensive or hurtful emails, texts or photos and the posting of malicious, offensive or hurtful comments or photos on social networking sites ('cyber-bullying').

We do not view the following as bullying: the occasional dispute between two individuals; senior pupils having responsibility for the supervision of younger years where this is designed to enhance the smooth running of the School, such as Prep or bedder duties. Supporting each other is vital if the Repton community is to continue to be the safe, caring, welcoming, and friendly place which we want it to be. If you experience or witness any of the negative behaviour described above, then **you must tell someone about it**. Everyone has a responsibility to our school and the people within it. ***Doing nothing, as a victim or a witness, allows bullying to continue.***

When seeking help, there are plenty of people you can speak to, including:
- Your Housemaster/mistress
- A House Tutor or Matron
- A friendly teacher
- An older pupil in the School - perhaps your Head of House or a Prefect
- The Deputy Head (Pastoral)/ Deputy Head (Safeguarding)/ Deputy Head (Organisation and Behaviour)
- The School Chaplain or School Doctor
- Your friends
- Your parents
- If you can't say it, then write to us at stopbullying@repton.org.uk

Never suffer in silence. Be assured that anything you say will be dealt with in a sensitive way and be confident that action will be taken to stop the bullying.

Version History/Amendments			
Date	**Author**	**Comment/Amendment**	**Version No**
24.07.24	DLC	Reformatting of policy	1.0
13.08.24	NFP	Minor annual updates	1.1
30.08.24	DLC	Formatting only	1.2

Links to Other School Policies
Safeguarding Children and Child Protection Policy
Behaviour Management
Online Safety Policy
Acceptable Use of ICT
The School Rules

Links to External Policies, Legislation or Guidance
It refers to DfE guidance: Approaches to preventing and tackling bullying (publishing.service.gov.uk) Keeping children safe in education 2023 (publishing.service.gov.uk) Keeping children safe in education 2024 (publishing.service.gov.uk)