

# Anti-Bullying

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*(Reviewer: Katy Jacques, Owain Jones, Lloyd Dannatt, Nick Oakden, April 2024  
Approved by SMT Jan 2025)*

## 1. Anti-Bullying Policy including Early Years Foundation Stage (EYFS)

Hurstpierpoint College (Including Early Years Foundation Stage (EYFS), Junior Prep School, Senior Prep School, and Senior School) will safeguard and promote the welfare, safety and health of its pupils, in compliance with Working Together to Safeguard Children (2018) and KCSIE (2023).

This policy was written with guidance from the DfE (July 2017) Preventing and Tackling Bullying. It is everyone's responsibility to prevent it happening and, with this in mind, this document lays down guidelines which all students, parents and staff should follow.

## 2. Introduction

No-one should underestimate the potential psychological damage that bullying can cause. It is often far in excess of the intentions of the bully.

Bullying is action taken by one or more children, or a member of staff with the deliberate intention of hurting another person, either physically or emotionally. The actions are targeted and sustained over time. It can take many forms; emotional, physical, verbal, appearance or health conditions, racial, religious, cultural, sexual, sexist, homophobic, cyberbullying, bullying of disabled people or those with special educational needs or those who are adopted or who are a carer. It can cause serious psychological damage, and at Hurst we do not underestimate the serious consequences of these actions.

Examples of possible repeated and targeted behaviour which may cross the threshold into bullying include:

- Name calling and teasing
- Making fun of someone in an unpleasant way
- Stealing, breaking or hiding someone's possessions
- Pushing or hitting someone
- Frightening someone into doing things they do not want to do
- Intimidation to prevent someone doing something they want to do
- Excluding another from a game, conversation or information, knowing that it will cause that person distress
- Making homophobic, racist, sexist or ableist comments, either in isolation or targeted to an individual regardless of whether they are the demographic of a protected characteristic
- Sending malicious or hurtful messages, e-mails or photos.
- Using malicious, insulting or other hurtful descriptions or comments on social networking sites such as Facebook, Instagram, or during Instant messaging conversations such as Snapchat, TikTok or WhatsApp.
- Cyber-bullying is the use of information and communications technology, particularly electronic mobile devices and the internet, deliberately to upset someone else. The College has a separate Acceptable Use of ICT Policy and E-Safety Policy which deals with cyberbullying and e-safety.

### **3. Aims**

Through the operation of this policy we aim:

- To create an open and secure environment for pupils
- To work together as a whole community, staff, parents and pupils.
- To promote an anti-bullying culture throughout the College
- To comply with the College's duties under the Equality Act (2010)

### **4. Prevention of Bullying**

The College is proactive in the prevention of bullying. The ideal is to prevent bullying so that it does not occur.

#### **Education**

Measures are taken throughout the year to educate all students about bullying and this policy. These measures include:

- PSHCE lessons
- Assemblies, including whole-school assemblies, House Assemblies, Year Group Assemblies and Big 12 Assemblies.
- Literature and debate – with the discussion of differences between people and the importance of avoiding prejudice-based language.
- Drama
- Tutor periods- discussions
- Online Safety training relating to cyber-bullying
- An open door policy for Key Staff including DSLs, Heads of Year and tutors
- Pastoral Intervention Practitioner (PIP) throughout the Prep School, working individually with pupils or with small groups. Helping with variety of issues including conflict resolution.
- Regular Wellbeing Champion meetings through the College
- Children's Charter – written in consultation with the children and reviewed at the start of each academic year (Junior Prep)
- The HURST HELP button available to every pupil on HurstOnline. Monitored by DSL team.
- The Whisper App which enables all pupils in year 7 and above to anonymously report concerns. Monitored by DSL team.
- Highly proactive Equality, Diversity and Inclusion group operating throughout the school which promote tolerance and positive relationships between pupils and staff.

#### **Training**

Appropriate training across the College is arranged to ensure that those with responsibility have the necessary skills to deal with cases of bullying. This training includes:

- The training of Prefects and Wellbeing Champions
- Guidance for staff, in the Staff Handbook, on the importance of promoting good behaviour among students, by ensuring the effective implementation of this policy.

#### **Pupils' responsibilities**

All pupils are expected to treat each other with understanding, kindness and respect. We emphasise, with senior students, the role which is expected of them in setting a good example and being helpful to younger children and each other. In particular:

- A support system is in place for all new students, including use of buddies and induction days as appropriate.
- Older students are encouraged to keep an eye on younger children and offer support.

- Wellbeing Champions are trained to help identify and then support victims as well as supporting bullies to modify their behaviour (with supervision)
- The Chaplain is also available to help and support all students who find themselves in difficulty.

## **5. What a pupil should do if they suspect that they or other pupils are being bullied**

Any pupil who suspects that they are being bullied, or that another pupil is being bullied, whether in person or online and either within School or outside School, should share their concerns by speaking with, or emailing, their HoM, matron, tutor, a member of the Safeguarding Team, the Chaplain or any other member of staff. Pupils who feel unable to speak up for themselves should ask a parent or guardian to do so on their behalf or use either the Hurst Help button or Whisper. All reports of possible bullying will be taken seriously and dealt with in a timely and robust manner.

### **Being a bystander**

It is acknowledged that pupils who find themselves witnessing acts of bullying may be in a difficult position. They may feel powerless to intervene or stop the bullying, or fear being targeted themselves if they speak out. Pupils are encouraged not to be 'bystanders' and to report bullying that they believe they have seen or heard.

Pupils who are discovered to have been present during an incident of bullying will likely be spoken with as witnesses as part of the investigation into the incident. Pupils who have actively assisted in or encouraged the bullying will be deemed to have been complicit and to have a degree of culpability, for which they may be sanctioned.

## **6. Procedures for dealing with unkindness or bullying**

It is regrettable, but may be inevitable, that some unkindness will occur between young people at school and Hurst recognises this, especially in a boarding environment, where pupils live, work and socialise in close quarters. Minor instances of unkindness, when observed by staff or reported to them, will be dealt with informally and restoratively. They should then be recorded on CPOMS. Where staff are concerned that an incident may be serious, form part of a pattern or where it is based on or involves reference to any protected characteristic, they will share their concern using CPOMS choosing the correct category: 'Behaviour Related Log' and then 'Reported Bullying' or 'Physical Altercation with pupils' 'Verbal Altercation with Pupils' 'Homophobic Incident' 'Racist Incident' or 'Cyberbullying' This will be followed up by Housemaster/Housemistress in conjunction with the relevant Head of Section.

More serious individual acts of unkindness, or suspected bullying, will be dealt with as follows:

- members of staff who have witnessed or been told about instances of serious unkindness or bullying will log their concern using CPOMS
- relevant HoM will communicate with the Head of Section/Deputy Head of College who will coordinate an investigation as per the College's Behaviour policy.

If the investigation concludes that the behaviour has crossed the threshold into bullying or a serious individual act of unkindness has occurred, parents/guardians will be informed and the following sanctions may be utilised.

- Behaviour Contract

- Detention
- Internal suspension
- Fixed term suspension
- Permanent exclusion

Bullying incidents are followed up and the pupils are monitored over time, both the perpetrator/s and the victim(s). This is done to ensure that the perpetrators do not slip back into their bullying habits and the victims feel safe and secure

## **7. Safeguarding responsibilities – risk of significant harm – threshold for referral**

Where there is reasonable cause to believe that a child is suffering or likely to suffer significant harm as a consequence of a child on child incident or bullying, the matter will be treated as a child protection concern and a referral will be made to Local Authority Children’s Social Care, in line with the School’s safeguarding responsibility towards the victim of the bullying. Depending on the circumstances, the police may also be informed of the actions of the perpetrator.

## **8. Supporting the Victim**

We support the victim(s) in the following ways:

- Offer them the opportunity to talk about the experience with someone they trust – a school counsellor, the PIP, HoM, tutor, class teacher, HoY, DSL or the Chaplain.
- Informing the victim’s parents/guardians and working with them to ensure that the appropriate support is provided.
- Monitoring the situation and offering continued support when needed, seeking advice from external agencies as appropriate
- When is necessary to speak to the victim as part of the investigation, they will always be supported by an advocate who will usually be the pupil’s HoM.

## **9. Supporting the Perpetrator**

The process of supporting the perpetrator should, whenever possible, include providing whatever support and guidance are judged necessary and may include:

- Ascertain the reason(s) that might underly the bullying behaviour – if there is a concern that the pupil is at risk of significant harm, the procedures in the College’s Safeguarding Policy will be followed.
- Inform parents/guardians and working with them as necessary to try to change the student’s behaviour
- When appropriate, provide or arrange appropriate counselling or support from PIP.
- Disciplinary action in accordance with the College’s Behaviour Policy.
- Monitor subsequent behaviour.
- When is necessary to speak to the alleged perpetrator as part of the investigation, they will always be supported by an advocate who will usually be the pupil’s HoM, Tutor or Head of Year.

## **10. Cyber Bullying**

Pupils are frequently reminded via assemblies, tutor sessions and Internet Awareness Days on how to use the internet in a positive way. The School also has a comprehensive Use of School Network Policy which is frequently reviewed. The DSL team also work across all sections of the College delivering e-safety training. Cyberbullying differs from other forms of bullying as it may take place at any time of day, the potential audience is huge and the bullying can take place at home and away from school. Cyberbullying may consist of threats, harassment, embarrassment, humiliation, defamation or impersonation. It may take the form of general insults, or prejudice-based bullying, for example homophobic, sexist, racist or other forms of discrimination via the misuse of:

- Virtual Learning Environments (e.g Teams)
- Chat rooms
- Websites
- Social networking sites
- Mobile and fixed-point phones
- Digital cameras
- Games and virtual world sites

## **11. Record Keeping and Monitoring**

School staff maintain records of the students in their Tutor Group or House via CPOMS. In addition, every report of bullying or alleged bullying is recorded in the Bullying log. The DSL and Deputy Head (Pastoral) and Deputy Head of College monitor these records in order to enable patterns to be identified, both in relation to individual pupils and across the College as a whole, so that any necessary interventions can be made to ensure the effectiveness of the College's approach.

## **12. Information for pupils**

What can you do if you are being bullied?

- Remember that your silence is the bully's biggest weapon.
- Tell yourself that you don't deserve to be bullied and that it is wrong
- Be proud of who you are- it is good to be individual
- Try not to show that you are upset- a bully thrives on fear
- Stay with a group of friends –safety in numbers
- Be assertive. Say NO! Walk away confidently and go straight to a member of staff
- Don't fight back, physically or verbally, it can make things worse.
- Try to stay calm and look confident
- Get away from the situation as quickly as you can.
- Tell an adult you trust straight away. Tell your parents, your HoM, your tutor, your HoY or class teacher, the Chaplain, the DSL, the College counsellor, the PIP, a responsible older student, or via the HURST HELP button or Whisper.

You might also contact:

The Medical Centre staff

Our Independent Listener – Jerome Joseph (07944 114907)

ChildLine 08001111

The Children's Commissioner (02077838330) Mon-Fri 9am-5pm

If you are worried about speaking up, take a friend along for support. Staff will deal reports of bullying and alleged bullying in a way that will aim to end the bullying and they will always be sensitive about trying not to make things worse for you.

If you know someone is being bullied:

- Take action. If you watch or laugh along with the bully, you are also the bully!
- If you feel that you cannot get involved, tell an adult immediately. Teachers can always hide the fact that you reported it.
- If you are worried about another student's wellbeing, or are worried that they might hurt themselves, tell an adult immediately.

If you are being cyber-bullied:

- Where appropriate, keep any potential evidence, for example, any text message or email, ideally keep screen shots
- Talk to someone as soon as possible – another student, prefect, guardian, teacher or another adult you trust.
- Report any such bullying immediately. Perpetrators risk immediate suspension or expulsion.

### **13.Information for Parents**

- Look for unusual behaviour in your children. Not wanting to go to school, feel ill regularly, and take a dip in grades.
- Ask your child how their day has gone, who they spent time with etc.
- If you feel that your child may be a victim of bullying behaviour, inform the Housemaster/mistress or Form Tutor immediately. Your complaint will be taken seriously and appropriate action, in accordance with this policy will follow.
- Tell your child not to fight back, as it can make matters worse.
- Give your child plenty of praise and tell them it is not their fault.
- Make sure that your child is fully aware of the College's Anti-Bullying Policy and that they should not be afraid to ask for help.
- Ask to join in with West Sussex Anti Bullying Initiatives.
- The DfE has published guidance for parents called Advice for parents and carers on cyberbullying.
- Other useful organisations providing support for parents dealing with specific bullying issues include:
  - [www.nspcc.org.uk](http://www.nspcc.org.uk)
  - [www.thinkyouknow.co.uk](http://www.thinkyouknow.co.uk)
  - [www.childline.org.uk](http://www.childline.org.uk)
  - [www.diana-award.org.uk](http://www.diana-award.org.uk)

### **14.Guidance for Staff**

In addition to its Preventing and Tackling Bullying guidance, the DfE has published the following additional advice on dealing with bullying which includes;

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/374850/Cyberbullying\\_Advice\\_for\\_Headteachers\\_and\\_School\\_Staff\\_121114.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)

These documents contain links to other useful resources for advice and guidance on dealing with bullying and staff are encouraged to consider these when dealing with incidents of bullying. We recognize that it is possible a pupil might bully a member of staff and such an incident would be regarded as a serious disciplinary infringement like any other.

The DSLs and SMT will support staff in dealing with long term and serious incidents of bullying.

Advice with dealing with bullying and its possible outcomes can be found in the College's Mental Health and Self-Harm Policies.

### **Review**

The periodic review of this policy will be undertaken by the Safeguarding Leads, the Head of Junior Prep School, Head of Senior Prep School and the Deputy Head of College.

Consultation with the school counsellors, regarding reported incidents of bullying will be noted. Results of e-safety questionnaires to parents and students will be monitored for their responses to online bullying.

## **15.APPENDIX 1**

### **The Role of Governors**

The governing body supports the Head of College in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

### **The Role of Parents**

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher/ form tutor immediately.

Parents have a responsibility to support the school's Anti-bullying Policy and to actively encourage their child to be a positive member of the school.

### **Monitoring and Review**

The policy is monitored on a frequent basis by the Deputy Head Pastoral and the Deputy Head of College who will report to governors about the effectiveness of the policy on request.

### **APPENDIX 1.a**

#### **Bullying around Race, Religion and Culture:**

Racial bullying includes behaviours such as: treating people badly because of their racial or ethnic background, saying bad things about a cultural background, calling some racist names or telling racist jokes.

Religious bullying involves treating people badly because of their religious backgrounds or beliefs, saying bad things about a religious background or belief, calling someone names or telling jokes based on his or her religious beliefs.

#### **Sexual Bullying**

Sexual bullying includes behaviours such as leaving someone out or treating them badly because they are a boy or a girl, making someone feel uncomfortable because of their sex, making sexist comments or jokes, touching, pinching or grabbing someone in a sexual way, making crude comments about someone's sexual behaviour, spreading a sexual rumour about someone or calling someone gay, lesbian, a fag or other such names.

#### **Disabled Bullying**

Disabled bullying includes behaviours such as: leaving someone out or treating them badly because of a disability, making someone feel uncomfortable because of a disability or making comments or jokes to hurt someone with a disability.

### **Homophobic Bullying**

Homophobic bullying involves any hostile or offensive action against lesbians, gay males, bisexual or transgender people or those perceived to be lesbians, gay, bisexual or transsexuals. Actions might include verbal, physical or emotional (social exclusion) abuse, harassment, insulting or degrading comments, name calling, gestures, taunts, insults or jokes, offensive graffiti, humiliation, ridiculing or refusing to work or cooperate with others because of their sexual orientation.

### **Special Educational Needs and disabilities**

Children with SEN and disabilities are a diverse population. They have many skills and talents. They also have a wide range of very different needs. This includes children with complex health needs, children with learning disabilities, children with sensory impairments and children with social and behavioural needs.

Some of these children will require support in school, some will not. For all children with SEN and disabilities discrimination based on their needs can be a challenge. Children with SEN and disabilities may:

- be adversely affected by negative attitudes to disability and perceptions of difference;
- find it more difficult to resist bullies;
- be more isolated, not have many friends;
- not understand that what is happening is bullying;
- have difficulties telling people about bullying.