



**Framlingham College Prep School**  
**ANTI-BULLYING POLICY (INCLUDING EYFS PROVISION) & CYBER-BULLYING POLICY**

At Framlingham College Prep School we are committed to providing a supportive, caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere without fear of being bullied.

**SCOPE OF POLICY:**

This policy applies to all pupils and staff at FCPS irrespective of their age and whether or not a pupil is in the care of the school when/if bullying behaviour occurs.

This policy has regard to the DfE guidance 'Preventing and Tackling Bullying – Advice for headteachers, staff and governing bodies (July 2017).

**POLICY AIMS:**

The governors and staff at Framlingham College Prep School (the School) are of the firm belief that, although children are generally kind and considerate to each other, there is a need to be constantly vigilant to eliminate any instances of behaviour which is upsetting or otherwise stressful to the recipient.

Its aims and objectives are:

- To maintain and drive a positive culture of kindness and consideration among all pupils and staff throughout the School.
- To deter bullying behavior, detect it when it occurs, and deal with it by counselling and/or disciplinary sanctions and, if necessary, by expulsion.
- To create an ethos in the prep school where pupils treat each other and staff with respect because they are aware of the correct way to behave.
- To create an inclusive environment where all pupils can discuss the cause of their bullying.
- To create a community which recognizes that all forms of bullying are wrong and that it is everybody's responsibility.
- To ensure that all pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- To ensure that as a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- To adopt a preventative approach that will help the school to safeguard the well-being of our pupils and staff as well as play our part in creating a society in which we all treat each other with dignity and respect.

The aims of school anti-bullying strategies and intervention systems are:

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil.
- To apply if appropriate disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support and the use of restorative justice.

## **BULLYING BEHAVIOUR**

Bullying Behaviour is always unacceptable and will not be tolerated at FCPS because:

- It is harmful to the person who is bullied, and to those who engage in bullying behaviour, and those who support them.
- It interferes with a pupil's right to be secure and happy in their environment and consequently their ability to perform to their potential in all areas of school life.
- It is contrary to all our aims and values, our internal culture and the reputation of the School.
- It must be appreciated by all that bullying can lead to psychological damage and even suicide.

### **Definition:**

Bullying is behaviour which hurts or causes distress by taking unfair advantage of another person in some way, making him or her feel uncomfortable or threatened. It is likely to be repetitive in nature.

Examples are:

- **Physical** bullying such as hitting, kicking, pushing people around, spitting; or taking, damaging or hiding possessions.
- **Verbal** bullying – name-calling, taunting, teasing, insulting, racist, sexist or homophobic remarks or demanding money or belongings.
- **Exclusionary behaviour** – intimidating, isolating or excluding a person from a group for whatever reason.
- **Sexual harassment** – talking to or touching someone in a sexually inappropriate way.
- **Racial harassment** - making hurtful or unpleasant comments or actions towards others with different ethnic backgrounds.
- **Disability** bullying - making unfair and hurtful comments or actions towards those with degrees of physical or educational disability.
- **Cyberbullying** - using modern technology such as the internet, email and mobile telephones to make unpleasant and hurtful comments towards others.
- **General unkindness** – spreading rumours or writing unkind notes or e-mails or text messages or making inappropriate mobile phone calls.

### **Intention:**

Not all bullying is deliberate or intended to hurt. Some individuals may see their hurtful conduct as “banter”, “teasing” or “a game” or “for the good of” the other person. These forms of bullying are equally unacceptable but may be non-malign and can often be corrected quickly with advice and

without disciplinary sanctions. A bully who does not respond appropriately to advice or sanctions would ultimately have to leave Framlingham College Prep School.

**Responsibility:**

It is everyone's responsibility to ensure, whatever the circumstances, that no pupil becomes a victim of bullying. A person may be vulnerable to bullying because of his/her age, physical appearance, nationality, colour, gender, sexual orientation, religion or disability, or because he/she is new in the School, or because a child is adopted or is a carer, appears to be uncertain or has no friends. She/he may also become a target because of an irrational decision by a bully.

**Legal Aspects:**

A person commits a criminal offence, and also a civil wrong known as a "tort" for which there can be legal consequences outside the School if they:

- make a physical or sexual assault on another,
- steal or causes damage to the property of another
- send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

If the school feel that an offence may have been committed it will seek assistance from the police. It is important to note that the College has the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 says that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in these circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, or in town.

**Bullying by members of Staff:**

Staff must remain aware of the way their own behaviour is received and take care not to bully pupils or other members of staff.

Forms of bullying by staff may include:

- Teasing pupils about physical features or characteristics that they have little or no control over.
- Inappropriate displays of bad temper.
- Ridiculing the work of a pupil in front of others.
- Showing inconsistency in the way punishments or rewards are applied.
- Physically intimidating pupils.
- Insulting or swearing at other members of staff.
- Belittling the actions or work of other members of staff.
- Criticizing colleagues in ways that are not constructive, or are unnecessarily personal.

Staff must always remember that an important part of education is to lead by example. Bullying by members of staff will be treated as a disciplinary matter.

Any member of staff who feels he/she is being bullied by pupils, parents or other staff should initially raise the matter with his/her line manager. If the problem persists, he/she should seek help through the School's Grievance Procedure as found in the Staff Handbook.

### **ANTI-BULLYING CULTURE**

**Ethos:** Our expectation of all members of the School Community is that:

- Everyone will be committed to providing a supportive, caring, friendly and safe environment for all pupils and staff.
- A pupil or a member of staff who witnesses or hears of an incident of bullying will report it.
- A complaint of bullying will always be taken seriously.
- No one in the school community will tolerate unkind actions or remarks or stand by when someone else is being bullied.

**Equal Opportunities:** In School:

- Discriminatory words and behaviour are treated as unacceptable.
- Positive attitudes are fostered towards both sexes through the curriculum and pastoral care system.

**Staff:** Through their training and experience, members of the staff are expected to promote an anti-bullying culture by:

- Celebrating achievement.
- Anticipating problems and providing support.
- Disciplining sensibly and fairly.
- Making opportunities to listen to pupils.
- Acting as advocates of pupils.

**Pupils:** Through our pastoral care systems, pupils are informed and taught that bullying will not be tolerated in the School. They are encouraged:-

- To celebrate the effort and achievement of others.
- To hold and promote positive attitudes.
- To feel able to share problems with staff.
- To turn to anyone they trust if they have a problem.
- Not to feel guilty about airing complaints.
- To treat meals and break times as pleasant social occasions.

### **ANTI-BULLYING SYSTEMS**

**Approach:** Our systems for detecting and dealing with bullying are designed to operate:

- *Vertically*, through the Pre-prep, Junior Prep and Senior Prep and all year groups.
- *Horizontally*, within year groups and in the classroom and other activities.

Our anti-bullying systems are implemented and driven in the way described below.

**Complaints:** A pupil who is being bullied should complain without delay and can do so in several ways. She/he can:

- Tell the Headmaster or any member of the Senior Leadership Team.
- Tell his/her parents, his/her Tutor, Housemaster/Housemistress, or a Matron, or the Chaplain, or a member of staff or a responsible older pupil; alternatively - contact one of the Independent Listeners Paul and Mary Baker on 01728 685807 for advice.
- Tell a Prefect or a Brandeston Buddy.
- Contact Childline (0800 1111).
- Contact the Suffolk Safeguarding Partnership <https://www.suffolkscb.org.uk/> 08456 066067
- Contact Ofsted – 08456 404045; email enquiries@ofsted.gov.uk.
- Contact The Children’s Commissioner Advice Line (Care and Protection Team) on 0800 528 0731

**Vigilance:** Members of staff are vigilant at all times but particularly:

- Before lessons, in the queue for the Dining Hall and in the Dining Hall itself.
- In boarding, particularly in common rooms and bedrooms.
- On school transport.
- On the field or hardcourts during break times .

**Meetings:** Bullying is regularly discussed in meetings between:

- Staff at the weekly briefing meeting and regular staff meetings
  - Boarding staff
  - The Deputy Head Pastoral, Head of Senior Prep, Head of Junior Prep, Head of Pre-prep and tutors
  - In the weekly welfare (Early Help) meetings with the school’s DSL team
- The result of these meetings is to feedback information about friendship patterns, particular incidents, any pupil who seems to be isolated, any growing “power base” and any known conflict between a member of staff and a pupil or between pupils. This proactive approach enables staff to develop strategies to prevent bullying occurring in the first place.

**Record Keeping:** The Deputy Head Pastoral, Head of Boarding and tutors maintain records of the welfare and development of individual pupils. Specific concerns are recorded on Myconcern.

**Education:**

- Use of curriculum opportunities (in particular, PSHE and Citizenship classes can be used to discuss issues around diversity and draw out anti-bullying messages), a whole-school and whole-curriculum approach to developing social and emotional skills in areas such as empathy and the management of feelings, is also highly relevant to reducing bullying.
- Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying (e.g. Anti-Bullying Week in November of each year; and whole-school assemblies).

- Regular online safety sessions within ICT and PSHE which include age-appropriate information about grooming, internet sites containing violent or adult content, and sharing personal information/photographs, use of technologies to tease, bully or threaten etc.

**Staff Training:** Appropriate training in all aspects of care is arranged to ensure that all staff have the necessary professional skills, especially:

- Awareness of the risk and indications of child abuse and bullying, and how to deal with cases.
- Counselling skills

**Pupils' Responsibilities:** We emphasise with senior pupils the role which is expected of them in setting a good example and being helpful to younger pupils and each other. Older boarders are encouraged to keep an eye on younger boarders and offer support, where it is needed.

**Monitoring:** Every complaint or report of bullying must be entered on Myconcern. The Deputy Head Pastoral monitors all incidents of bullying, and raises pattern at SMT meetings.

## REPORTING INCIDENTS

**Victim:** There are many reasons why a pupil who has suffered bullying may be reluctant to report it. She/he may become demoralised and may say, for example:

- It is telling tales. They won't believe me because the person I am complaining about is intelligent and popular and I am not, and I will become even more unpopular.
- The things they are saying and doing are too embarrassing to discuss with an adult.
- It is all my fault for being overweight/too studious etc.
- There are too many of them; there is nothing the staff can do.
- It will get back to my parents and they will think less of me.
- I will just try and toughen up and grow a thicker skin.
- I will lie low and not audition for a part in the school play.

**Witnesses:** There are also reasons why a pupil who has witnessed or learned of bullying behaviour may not want to make a report. She/he may say:

- It is "grassing" or "dobbing people in" and I will become unpopular.
- It is not my concern anyway.
- I don't rate the victim and I would find it embarrassing to be associated with him/her.

**Culture:** Any of these responses would be contrary to our culture at FCPS. When we drive and implement this policy we encourage every pupil to understand that:

- Every complaint of bullying will be taken seriously.
- Members of staff will deal with a complaint correctly and effectively in accordance with their experience and the training they have received.

- There is a solution to nearly every problem of bullying.
- A pupil who complains will receive support and advice and in many cases the problem can be dealt with on a no-names basis.
- The primary aim will be for the bullying to cease, not the punishment of the bully unless necessary.

## PROCEDURES

**Guidelines:** The following procedures are a guideline except where expressed in the terms “should” or “must”. The best guide is the experience and training of the staff.

**Initial Complaint:** The member of staff who learns of alleged bullying behaviour should:

- Firstly, offer advice, support and reassurance to the alleged victim.
- Report the allegation to the Class teacher/Tutor of the victim and the alleged bully as soon as possible.

The class teacher/Tutor must:

- Record the complaint on Myconcern.
- Contact the other class teacher/Tutor (if applicable) to agree on a strategy, and on who will take the lead.

**Assessment:** The victim’s class teacher/Tutor will normally see the victim and (unless the case is very serious) any witnesses without delay and form an initial view of the allegation, viz:

- The nature of the incident/s – physical? Verbal? Exclusionary? etc.
- Is it a “one-off” incident involving an individual or group?
- It is part of a pattern of behaviour by an individual or a group?
- Has physical injury been caused?
- Who should be informed – Deputy Head Pastoral / Head of Senior Prep / Head of Junior Prep / Head of Pre-prep? Parents?
- The School’s DSL? Suffolk Safeguarding Partnership? The police?
- Can the alleged bully be seen on a no-names basis?
- What is the likely outcome if the complaint proves to be correct?

At this stage, the possible outcomes for an incident which is not too serious include:

- There has been a misunderstanding which can be explained sympathetically to the alleged victim with advice to the alleged bully.
- The complaint is justified in whole or in part, and further action will be needed (see Range of Action, below).

**Serious Incident:** If a class teacher/Tutor believes that serious bullying behaviour:

- has occurred involving a pupil in his/her class/tutor group; or has recurred after warnings have been given to the “bully”.

- he/she must inform either the Headmaster, the Deputy Head, the Deputy Head Pastoral or the Designated Safeguarding Lead.

The Headmaster, the Deputy Head Pastoral or the Designated Safeguarding Lead will then:-

- interview the alleged victim, bully and any witnesses separately, in order to establish the facts of the case. She/he may decide to ask the class teacher/Tutor to be present.
- send a summary of his/her findings to the Headmaster, relevant class teachers/Tutors, Deputy Head Pastoral, the Designated Safeguarding Lead and the Head of Junior Prep or Pre-prep if appropriate.

Following this, the Headmaster and/or the relevant class teachers/Tutors will interview the alleged victim and bully separately:

- To confirm the facts of the case, if considered necessary.
- To decide on the action to be taken in accordance with the Range of Action set out below.

The Headmaster will notify the parents of the victim and bully giving them details of the case and the action being taken.

**Range of Action:** When a complaint is upheld the range of responses will include one or more of the following:

- Advice and support for the victim and, where appropriate, establishing a course of action to help the victim. Appropriate provision for a child's needs will be made but the nature and level of support will depend on the individual circumstances and the level of need. This can include a quiet word from a teacher that knows the pupil well, asking the Deputy Head Pastoral, Head of Junior Prep or Head of Pre-prep to provide additional support, providing formal counselling, engaging with parents, referring to local agencies such as CAMHS. Appropriate support and provision will be made for those who have been severely impacted by bullying, for the short-term and if needed on a longer term basis.
- Advice and support to the bully in trying to change his/her behaviour. This may include clear instructions and a warning or final warning.
- A supervised meeting between the bully and the victim to discuss their differences and the ways in which they may be able to avoid future conflict.
- Notifying the parents of one or both pupils about the case and the action which has been taken.
- A disciplinary sanction against the bully such as a Red Card, Detention or Suspension. **In a very serious case or a case of persistent bullying a pupil may, after a fair hearing, be required to leave FCPS permanently.**
- Action to break up a "power base".
- Moving either the bully or victim to another tutor group or teaching group after consultation with the pupil, his/her parents and the relevant staff.

Involving SSCB or the police. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering,

or is likely to suffer, significant harm'. Where this is the case, the school's DSL will report the schools' concerns to Suffolk Safeguarding Children Board through their Customer First contact number. When necessary the school will draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

- Such other action as may appear to the Headmaster to be appropriate.
- Noting the outcome on Myconcern.

**Monitoring:** The position should be monitored for as long as necessary thereafter. Action may include:

- Sharing information with some or all colleagues and with pupils in the tutor group or year group so that they may be alert to the need to monitor certain pupils closely.
- On-going counselling and support.
- Vigilance.
- Mentioning the incident at meetings of staff.
- Reviewing vulnerable individuals and areas of the School.

**Formal Complaint:** If the victim or his/her parents are not satisfied with the action taken, they should be advised to make a formal complaint, according to the procedure outlined in the staff handbook and the joining instructions.

## Policy Summary

### Policy on Bullying

1. Every pupil at Framlingham College Prep School has the right to enjoy his/her learning and leisure time free from intimidation.
2. Our School Community will not tolerate unkind actions or remarks, even when these were not intended to hurt.
3. To stand by when someone else is being bullied is to support bullying.
4. Pupils should support each other by reporting all instances of bullying to a member of staff.
5. Bullying will always be taken seriously.
6. A pupil who does not respond appropriately to advice or sanctions for bullying would ultimately have to leave Framlingham College.

A pupil who is being bullied or who witnesses a bullying incident should complain and can do so in several ways:

- Tell the Headmaster or any member of the Senior Leadership Team.
- Tell his/her parents, his/her Tutor, Housemaster/Housemistress, or a Matron, or the Chaplain, or a member of staff or a responsible older pupil; alternatively - contact one of the Independent Listeners Paul and Mary Baker on 01728 685807 for advice.
- Tell a Prefect or a Brandeston Buddy.
- Contact Childline (0800 1111).
- Contact the Suffolk Safeguarding Partnership [www.suffolkSCB.org.uk](http://www.suffolkSCB.org.uk) 08456 066067

- Contact Ofsted – 08456 404045; email enquiries@ofsted.gov.uk.
- Contact The Children’s Commissioner Advice Line (Care and Protection Team) on 0800 528 0731

Remember that *bullying thrives on secrecy – it is best dealt with by being brought into the open; it may save other people from becoming victims of the same bully.*

It is *always* better to tell someone.

### **ANTI-BULLYING POLICY for EYFS.**

We do not tolerate any form of bullying within the Early Years. In line with our positive approach to behaviour management we help children to become sensitive to the needs and feelings of others through a variety of activities, including stories, role play and discussion. Adults set a good example to children through their behaviour towards each other and the children, as young children learn best by example.

Any comment or action by any child towards another individual that in any way causes offence or harm is dealt with immediately. It is made clear that it is never acceptable to cause offence or harm to anyone. As well as immediate discussion with the parties involved, we will use stories and circle times to discuss how we do treat others and how to deal with situations in which we have been upset, afraid or hurt.

Children are encouraged at all times to speak to an adult about anything that is upsetting them or causing them concern. Parents are kept informed of any incidents within school, both if their child is the perpetrator or the target. We encourage parents to report any concerns to us straight away so that we can be proactive in ensuring all children are treated with respect and consideration.

## **CYBERBULLYING POLICY**

**Framlingham College Prep School Officer – Jo Coventry- King & John Harrod**

### **What is Cyberbullying?**

Cyberbullying is the use of Technology, particularly mobile phones and the internet, deliberately to upset someone else. It is a form of “virtual” bullying which can occur in or out of school with a potentially bigger audience than conventional bullying, and there are now many platforms which can enable people to forward on content at will.

### **Supporting the person being bullied**

Give reassurance that the person has done the right thing by telling someone, refer to any existing pastoral support/procedures and inform parents.

### **Advice on next steps:**

1. Make sure the person knows not to retaliate or return the message.
2. Ask the person to think about what information they have in the public domain.
3. Help the person to keep relevant evidence for any investigation (e.g. by not deleting messages they've received, and by taking screen capture shots and noting web addresses of online cyberbullying instances).
4. Check the person understands simple ways to prevent it from happening again, e.g. by changing contact details, blocking contacts or leaving a chatroom.
5. Take action to contain the incident when content has been circulated:
  - a) If you know who the person responsible is, ask them to remove the content.
  - b) Contact the host (e.g. the social networking site) to make a report to get the content taken down.
  - c) Use disciplinary powers to confiscate phones that are being used to cyberbully. Ask the pupil to tell you who they have sent messages on to.
  - d) In cases of illegal content, contact the police, who can determine what needs to be kept for evidential purposes.

### **Investigating incidents**

1. All bullying incidents should be properly recorded and investigated.
2. Cyberbullying can be a very serious matter and can constitute a criminal offence. In UK law, there are criminal laws that can apply in terms of harassment or threatening and menacing communications.
3. Advise pupils to try and keep a record of the bullying as evidence. It can be useful to show parents, teachers, pastoral care staff and the police, if necessary, what has happened.
4. Take steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary.

The police will need to be involved to enable the service provider to look into the data of another user.

### **Working with the bully and sanctions**

Once the person bullying is identified, steps should be taken to change their attitude and behaviour as well as ensuring access to any support that is required. Factors to consider when determining the appropriate sanctions include:

- a) The impact on the victim: was the bully acting anonymously, was the material widely circulated and humiliating, how difficult was controlling the spread of the material?
- b) The motivation of the bully: was the incident unintentional or retaliation to bullying behaviour from others?
- c) Technology-specific sanctions for pupils engaged in cyberbullying behaviour could include limiting internet access for a period of time or removing the right to bring a mobile into school.

### **Preventing Cyberbullying**

The best way to deal with cyberbullying is to prevent it happening in the first place. Pupils are reminded regularly about not sharing passwords and logging off carefully. There is no single solution to the problem of cyberbullying. These are the five key areas:

#### **1. Understanding and talking about cyberbullying**

We all need to be aware of the impact of cyberbullying and the ways in which it differs from other forms of bullying. Our pupils are made aware of their responsibilities in their use of technology, and all sign the school policy on computer and Internet use and are aware of what the sanctions are for misuse. Pupils and parents know that the school can provide them with support if cyberbullying takes place out of school.

#### **2. Existing policies and practices**

We review and update the school's anti-bullying policy plus other relevant policies – for example, policies on behaviour, pastoral care and e-learning strategies. We have recently reviewed our existing Acceptable Use Policies (AUPs) – the rules that pupils have to agree to follow in order to use technology in school – and publicise them to parents and pupils. Records are kept of any incidents of cyberbullying. We are able to conduct searches of internet use records at school, and knowing that the school is taking such steps may act as a disincentive for bullies to misuse school equipment and systems.

#### **3. Making reporting cyberbullying easier**

No one should feel that they have to deal with cyberbullying alone, but reporting any incident of bullying can be really hard for the person being bullied and for bystanders. Notices regarding how to report cases of cyberbullying are displayed around school.

#### **4. Promoting the positive use of technology**

Technology at FCPS is successfully being used to support engaging, positive and effective learning, and to realise and increase the potential of personalised learning by making learning more flexible, creative and accessible. We seek to promote safe ways of using technology with learners to support

self-esteem, assertiveness, participation and to develop friendships. We also discuss 'netiquette', online safety and digital literacy. We invite online safety experts (from Suffolk Safeguarding) into both the Prep and Senior Schools of Framlingham College every two years to speak to pupils in Years 5 - 8, staff and parents about online safety. Members of staff have also conducted whole-school assemblies illustrating the potential dangers on the Internet. Online safety is covered in both the PSHE and IT curriculums.

#### **5. Evaluating the impact of prevention activities**

Regular reviews are vital to make sure that anti-bullying policies are working and are up-to-date.