



## POLICY ON BULLYING AND CYBERBULLYING

### BULLYING POLICY

1. **Scope:** This policy applies to all pupils and staff at Framlingham College 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 DfE guidance 'Preventing and Tackling Bullying - Advice for Headteachers, staff and Governing Bodies (July 2017)'.
2. **Policy Aims:** Through the operation of this policy we aim:
  - a. To maintain and drive a positive culture of kindness and consideration among all pupils and staff throughout the School.
  - b. To deter bullying behaviour, detect it when it occurs, and deal with it by counselling and/or disciplinary sanctions and, if necessary, by expulsion. It is important to note that the College's response to bullying does not start at the point at which a child has been bullied.
  - c. To create an ethos in the College where pupils treat each other and staff with respect because they are aware of the correct way to behave.
  - d. To create an inclusive environment where all pupils can discuss the cause of their bullying.
  - e. To create a community which recognises that all forms of bullying are wrong and that it is everybody's responsibility.
3. **Bullying Behaviour** is always unacceptable and will not be tolerated at Framlingham College because:
  - a. It is harmful to the person who is bullied, and to those who engage in bullying behaviour, and those who support them.
  - b. 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 College life.
  - c. It is contrary to all our aims and values, our internal culture and the reputation of the School.
  - d. It must be appreciated by all that bullying can lead to psychological damage and even suicide.

## Bullying Behaviour

4. **Meaning:** 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:
  - a. Physical bullying such as hitting, kicking, pushing people around, spitting; or taking, damaging or hiding possessions.
  - b. Verbal bullying – name-calling, taunting, teasing, insulting, racist, sexist remarks or demanding money or belongings.
  - c. Exclusionary behaviour – intimidating, isolating or excluding a person from a group for whatever reason.
  - d. Sexual harassment – talking to or touching someone in a sexually inappropriate way.
  - e. Racial harassment - making hurtful or unpleasant comments or actions towards others with different ethnic backgrounds.
  - f. Disability bullying - making unfair and hurtful comments or actions towards those with degrees of physical or educational disability.
  - g. Cyberbullying - using modern technology such as the internet, gaming platforms, email and mobile phones to make unpleasant and hurtful comments towards others.
  - h. General unkindness – spreading rumours or writing unkind notes or e-mails or text messages or making inappropriate mobile phone calls.
  - i. Perpetuating an imbalance of power – this can manifest itself physically, psychologically (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to isolate.
5. **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.
6. **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.
7. **Legal Aspects:** A person who makes a physical or sexual assault on another, or who steals or causes damage to the property of another, commits a criminal offence and also a civil wrong known as a “tort” for which there can be legal consequences outside the School.

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.

## **Anti-Bullying Culture**

8. **Ethos:** Our expectation of all members of the School Community is that:
  - a. Everyone will uphold the values of the College which are displayed in the main entrance, each House and every classroom.
  - b. A pupil or a member of staff who witnesses or hears of an incident of bullying will report it.
  - c. A complaint of bullying will always be taken seriously.
  - d. No one in the College community will tolerate unkind actions or remarks or stand by when someone else is being bullied.
  
9. **Equal Opportunities:** In School and in every House:
  - a. Discriminatory words and behaviour are treated as unacceptable.
  - b. Positive attitudes are fostered towards both sexes through the curriculum and tutorials.
  
10. **Staff:** Through their training and experience, members of the staff are expected to promote an anti-bullying culture by:
  - a. Celebrating achievement.
  - b. Anticipating problems and providing support.
  - c. Disciplining sensibly and fairly.
  - d. Making opportunities to listen to pupils.
  - e. Acting as advocates of pupils.
  
11. **Pupils:** Through our pastoral care systems, pupils are informed and taught that bullying will not be tolerated in the School. They are encouraged:-
  - a. To celebrate the effort and achievement of others.
  - b. To hold and promote positive attitudes.
  - c. To feel able to share problems with staff.
  - d. To turn to anyone they trust if they have a problem.

- e. Not to feel guilty about airing complaints.
- f. To treat meals and break times as pleasant social occasions.

### Anti-Bullying Systems

12. **Approach:** Our systems for preventing, detecting and dealing with bullying are designed to operate:

- a. *Vertically*, through the House system and all year groups.
- b. *Horizontally*, within year groups and in the classroom and other activities.

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

13. **Support for those pupils who are deemed vulnerable to bullying:** The College has a responsibility to be alert to those pupils who are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves (for example, those with special education needs or disabilities).

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

- a. Tell the Principal or any member of the Senior Management Team.
- b. Tell his/her parents, his/her Housemaster/Housemistress, or a House Matron, or the Chaplain, or a member of staff or a responsible older pupil; alternatively - contact one of the Independent Listeners Tikkii Mawson on 01728-452499 or Mr Chris Hobson on 07763295758 for advice.
- c. Tell a student or adult member of the Peer Mentoring Group.
- d. Contact a School Doctor or a Nurse in the Medical Centre.
- e. Contact Childline (0800 1111).
- f. Contact the Suffolk Safeguarding Children Board [www.suffolkSCB.org.uk](http://www.suffolkSCB.org.uk) 08456 066067
- g. Contact Ofsted – 08456 404045; email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).
- h. Contact The Children’s Commissioner Advice Line (Care and Protection Team) on 0800 528 0731

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

- a. Before lessons, in the queue for the Dining Hall and in the Dining Hall itself.
- b. In Houses, particularly in common rooms and study bedrooms.
- c. On school transport.
- d. In Paul’s Court during evening recreation.

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

- a. Members of the Senior Leadership Team.

- b. Senior Leadership Team and prefects.
- c. Housemasters/Housemistresses and House Prefects.
- d. Tutors and pupils in their tutor group.
- e. School Staff, House Staff and Matrons.
- f. The DHP and the Prefect with responsibility for pastoral matters
- g. The Principal and the DHP in their weekly meetings
- h. Prefect and Peer Mentor training and induction.
- i. 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.

17. **Record Keeping:** Housemasters/Housemistresses and staff maintain records of the welfare and development of individual pupils (on Tutor Notes or My Concern).

18. **Education:** The PSHE curriculum includes a course on bullying which covers:

- a. Who is the “bully”? Who is the “victim”?
- b. Why are some people “bullies” and others “victims”?
- c. What should a pupil do if she/he is bullied?
- d. What constitutes bullying? Where are the boundaries?
- e. What should be done if bullying is confirmed?

Videos are shown to stimulate discussion.

19. **Staff Training:** Appropriate training in all aspects of care is arranged to ensure that Housemasters/Housemistresses and other staff have the necessary professional skills, especially:

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

And in Houses, ensuring that

- c. There is an adequate presence of staff.
- d. Staff are actively involved with pupils in all areas of the House when they are on duty.
- e. Attempts are made to avoid boredom and lack of purpose among pupils.
- f. There is space available for pupils’ quiet withdrawal.
- g. There is no crowding in bedrooms or common rooms and that staff are sensitive and aware when the whole House meets together for assemblies and roll calls.
- h. Good behaviour and discipline is maintained.

20. **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, and in particular:

- a. All senior pupils have the opportunity for House duties but senior pupils who do not wish to have extended pastoral responsibilities are not coerced.
- b. The responsibilities of senior pupils are appropriately limited.
- c. Members of staff expect prefects and senior boarders to offer supervisory support.
- d. House and school prefects receive training at the beginning of the academic year on how to manage younger pupils sensitively.

21. **Monitoring:** Every complaint or report of bullying must be entered in individual pupil files Tutor Notes/My Concern. Housemasters/Housemistresses keep Incident Books up-to-date. The Senior Deputy monitors all incidents of bullying.

### Reporting Incidents

22. **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:

- a. 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.
- b. The things they are saying and doing are too embarrassing to discuss with an adult.
- c. It is all my fault for being overweight/too studious etc.
- d. There are too many of them; there is nothing the staff can do.
- e. It will get back to my parents and they will think less of me.
- f. I will just try and toughen up and grow a thicker skin.
- g. I will lie low and not audition for a part in the school play.

23. **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:

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

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

- a. Every complaint of bullying will be taken seriously.
- b. Members of staff will deal with a complaint correctly and effectively in accordance with their experience and the training they have received.
- c. There is a solution to nearly every problem of bullying.
- d. A pupil who complains will receive support and advice and in many cases the problem can be dealt with on a no-names basis.

- e. The primary aim will be for the bullying to cease, not the punishment of the bully unless necessary.

## Procedures

25. **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.

26. **Initial Complaint:** A person in authority who learns of alleged bullying behaviour should:

- a. Firstly, offer advice, support and reassurance to the alleged victim.
- b. Report the allegation to the Housemaster/Housemistress of the victim and the alleged bully as soon as possible.

The Housemaster/Housemistress must:

- c. Record the complaint on My Concern.
- d. Contact the other Housemaster/Housemistress (if applicable) to agree on a strategy, and on who will take the lead.

27. **Assessment:** The victim’s Housemaster/Housemistress 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:

- a. The nature of the incident/s – physical? Verbal? Exclusionary? etc.
- b. Is it a “one-off” incident involving an individual or group?
- c. It is part of a pattern of behaviour by an individual or a group?
- d. Has physical injury been caused? Who should be informed – Senior Deputy? Parents?
- e. The School’s DSL? Suffolk Safeguarding Children Board? The police?
- f. Can the alleged bully be seen on a no-names basis?
- g. 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:

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

28. **Serious Incident:** If a Housemaster/Housemistress believes that serious bullying behaviour:

- a. has occurred involving a pupil in his/her House; or has recurred after warnings have been given to the “bully”.
- b. he/she must inform either the Principal, the Senior Deputy or the Designated Safeguarding Lead.

The Principal, the Senior Deputy or the Designated Safeguarding Lead will then:-

- c. 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 Housemaster/Housemistress to be present.
- d. send a summary of his/her findings to the Principal, relevant Housemasters/Housemistresses, the Senior Deputy, the Designated Safeguarding Lead and the Chaplain.

Following this, the Principal and/or the relevant Housemasters/Housemistresses will interview the alleged victim and bully separately:

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

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

29. **Range of Action:** The College will apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. These will be applied fairly, and reasonably. When a complaint is upheld the range of responses will include one or more of the following:

- a. Advice and support for the victim and, where appropriate, establishing a course of action to help the victim. The introduction of a House based CARE PLAN will be set up by the Housemaster/Housemistress.
- b. Advice and support to the bully in trying to change his/her behaviour. This may include clear instructions and a warning or final warning.
- c. 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.
- d. Notifying the parents of one or both pupils about the case and the action which has been taken.
- e. A disciplinary sanction against the bully such as Principal's Detention, Community Service, Suspension. **In a very serious case or a case of persistent bullying a pupil may, after a fair hearing, be required to leave Framlingham permanently.**
- f. Action to break up a "power base".
- g. Moving either the bully or victim to another House after consultation with the pupil, his/her parents and the relevant staff.
- h. Involving SSCB or the police.
- i. Such other action as may appear to the Principal to be appropriate.
- j. Noting the outcome on My Concern or individual pupil file.

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

- a. Sharing information with some or all colleagues and with pupils in the House so that they may be alert to the need to monitor certain pupils closely.
- b. On-going counselling and support.
- c. Vigilance.
- d. Mentioning the incident at meetings of staff.
- e. Reviewing vulnerable individuals and areas of the School.
- f. Liaison between Housemasters/Housemistresses the outcome being recorded in the House Incident Books.

31. **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.

32. **Post-event Support for the Victim:** The College recognises that in some circumstances the consequences of bullying may lead to a child or young person experiencing pronounced social, emotional or mental health difficulties.

Action may include:

- a. The pupil to be referred to the GP, with the view to seeing the College Counsellor.
- b. If the bullying leads to persistent, long lasting difficulties, a consideration as to whether the child will benefit from being assessed for SEN.

## Policy Summary

### Policy on Bullying

1. Every pupil at Framlingham College 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 or a responsible senior pupil.
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:

- c. Speaking to the Principal or any member of the Senior Leadership Team.
- d. By informing his/her parents, his/her Housemaster/Housemistress or a House Matron, or the Chaplain, or a member of staff, or a responsible older pupil; alternatively by contacting a School Doctor or a Sister in the Sanatorium.
- e. By telling a student or adult member of The Peer Mentoring Group.

- f. By contacting one of the Independent Listeners who currently are: Tikkii Mawson 01728 452499 or Mr Chris Hobson 07763295758.
- g. By telephoning Childline (0800 1111).
- h. By contacting the designated inspector of the Suffolk Safeguarding Children Board on 08456 066067
- i. Contact Ofsted – 08456 404045; email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).
- j. Contact The Children’s Commissioner Advice Line (Care and Protection Team) on 0800 5280731

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.

## CYBERBULLYING POLICY

**Framlingham College e-Safety Officer – Tom Caston (Deputy Head Pastoral and DSL)**

### **What is Cyberbullying?**

Cyberbullying is the use of Information Communications Technology (ICT), particularly mobile devices 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.

### **Advise 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 devices that are being used to cyberbully (see Investigating Incidents). 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. The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member staff who has been formally authorised by the Principal, that staff member can examine data or files, and delete these, where there is good reason to do so. There is no need to have parental consent to search through a young person's mobile phone.
3. 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.

4. 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.
5. 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 device 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 ICT, and all sign the school policy on ICT and Internet use and are aware of what the sanctions are for misuse. Students 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 students have to agree to follow in order to use ICT in school – and publicise them to parents and students. 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 in all Houses, and can be found on Firefly.

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

Technology at the College 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', e-safety and digital literacy. We invite Karl Hopwood into the College every two years to speak to every Year group, staff and parents about the dangers of social media such as Facebook and other. Parents are also offered free membership to "ParentZone". Specialist members of the local Police have also been into school to talk to small groups of pupils about the dangers of social media and sexting during PSHE lessons. A member of staff has also conducted whole-school assemblies illustrating the potential dangers on the Internet.

### **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. Once a year we ask one year group to complete a questionnaire covering the pupils' experiences of bullying, including cyberbullying. Peer mentors also operate within the College, and can be instrumental in bringing to light any cases of cyberbullying within our community.