

This policy was reviewed in: **May 2024**
 This policy is due to be reviewed in: **May 2025**

This policy applies to the whole school including EYFS

Contents

.....	1
Policy Statement	2
Policy aims	2
Relevant legislation and guidance	2
Related School Documents	3
The Nature of Bullying.....	3
Definition of bullying:	3
Pipers Anti-Bullying Code	5
Prevention Procedure.....	5
Investigation	6
Action by the School	6
Recording.....	7
Training policy	7
Review.....	7
Related Documents.....	7
Appendix A - Senior School Bullying Survey	8
Prep Survey.....	14
Appendix C - Specialist Organisations:.....	19
Appendix D - Guidance for students	20
Guidance for parents	21
Appendix E - What to do if...	23
What to do if...	24

Policy Statement

1. It is important that all members of the School community recognise that bullying behaviour is not acceptable in any circumstances. All students and staff have the right to attend a school where they feel safe, free from harassment and where they know that any worries they have will be listened to and acted upon.
2. This policy applies to all students at the School irrespective of their age and whether or not a student is in the care of the School when or if bullying behaviour occurs. This policy provides guidance for all students, staff and parents about recognising bullying and what to do if a bullying incident occurs.
3. This policy has been drawn up with assistance from the guidance issued by the DfE "Preventing and Tackling Bullying" (July 2017). Students, staff and parents should also see the supplementary advice documents and other helpful resources listed throughout this policy.
4. This policy supports the School's student wellbeing ethos. A summary of student wellbeing pathways can be found on the Schools website, click on the following link to view:
<https://www.piperscorner.co.uk/about-us/well-being>

Policy aims

Through the operation of this policy the School aims to:

- Maintain the right of every student to enjoy their learning and leisure free from intimidation, both in the school and in the surrounding community.
- Provide a positive and supportive culture, ensuring behaviour models encourage positive behaviour patterns.
- Understand that bullying behaviour adversely affects the safety and happiness of students and is likely to affect their concentration and level of achievement.
- Deter instances of bullying behaviour and deal with each incident on a case-by-case basis, understanding that bullying can cause psychological damage.
- Understand that child on child abuse is classed as abuse and abusive actions will not be tolerated or passed off as banter or part of growing up. This may have safeguarding implications.
- Comply with the School's duties under the Equality Act 2010.
- Ensure the seriousness of bullying both physical and emotional is understood and the fact that this can cause psychological damage.

This School therefore undertakes to investigate thoroughly and deal appropriately with any action or remark deemed to be bullying behaviour. The School will also seek guidance from External Agencies if investigating a bullying incident where there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.

Relevant legislation and guidance

- Education and Inspections Act 2006
- The Education (Independent School Standards) Regulations 2014
- Other legislation such as The Malicious Communications Act 1988 may be relevant.
- The Equality Act 2010
- DfE Guidance 2017 Preventing and Tackling Bullying
- DfE Guidance 2014 Cyber bullying: advice for Headteachers and school staff
- Keeping Children Safe in Education (September 2023)

The School will endeavour to comply fully with the spirit of the above.

Related School Documents

The Anti-Bullying Code (see appendix) is formulated in consultation with students and is on display in each Form room.

This is to be read in close conjunction with the Safeguarding and Promoting Children's Welfare Policy, Rewards, Behaviour and Sanctions Policy, the Equality, Diversity and Inclusion Policy and the Acceptable Use of ICT Policy. Such policies are referred to in the Staff Handbook, the Parents' Handbook and the Student' Planners.

The Anti-Bullying Policy is available on the School website.

The Nature of Bullying

Definition of bullying:

The Anti-Bullying Alliance definition of bullying is the repetitive, intentional hurting of one person or group, by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online. Bullying is behaviour by an individual or group, may be repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms, for example cyber-bullying. It is often motivated by prejudice against certain groups, for example on the grounds of race, religion, culture, sex, gender, sexuality, special educational needs and disability, or because a child is adopted or is a carer. Bullying based on a protected characteristic is taken seriously.

The following are defined as acts of bullying:

- Emotional (being unfriendly, threatening looks/gestures, banter, tormenting such as hiding belongings)
- Physical (pushing, hitting, shoving or any form of physical violence)
- Verbal (name calling, sarcasm, spreading rumours)
- Sexual and sexist (unwanted physical contact or sexually abusive comments or those which are sexist related to a person's gender or gender reassignment)
- Exclusion (deliberately ignoring and refusing to allow someone to join in).
- Interference with possessions (hiding, stealing and destroying belongings).
- Bullying on the basis of perceived racial, religious or cultural differences.
- Bullying on the basis of a person's special educational needs, learning difficulty, disability, health or appearance
- Homophobic, biphobic, transphobic bullying i.e. related to a person's sexuality
- Intimidating behaviour, including the use of phones, use of intimidating or threatening language
- Bullying because someone is adopted or a young carer

The Anti-bullying policy must be read in conjunction with the Safeguarding and Promoting Children's Welfare policy with particular regard to child-on-child abuse. All staff are aware that children can abuse other children, (often referred to as child-on-child abuse) and that it can happen both inside and outside of school and online. All staff should recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports as outlined in the Safeguarding Policy. It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature.

Although the definition of bullying suggests it may have a repetitive element, the School will be vigilant about seemingly isolated incidents which can form a pattern or the development of an asymmetrical power relationship.

Cyberbullying

Cyberbullying includes all forms of bullying involving the internet, social websites, chat rooms, mobile phones, email, text messages, photographs, etc.

All students will receive education on this via Life Skills, ICT, form time activities and resources from The Social Institute.

Cyberbullying is totally unacceptable as is any other form of bullying. Bullying is harmful to the person who is bullied, to those who engage in bullying behaviour, and those who support them, and can in some cases lead to lasting psychological damage and even self-harm.

Common forms of cyberbullying are:

- Abusive emails
- Abusive contact on instant messaging sites
- Abusive comments or images on social networking sites
- Abusive or humiliating text or video messages
- Abusing personal information
- Abusing other players on interactive gaming sites

The School reserves the right to monitor students' use of the internet on a routine basis and to examine technological devices where there is reason to suspect abuse. Appropriate filtering and monitoring software is installed on the School system.

The School provides regular and updated information for students through Life Skills, Tutor Periods, assemblies and ICT lessons, as well as outside speakers which builds resilience.

Parents are invited to presentations by outside speakers at Parent Partnership evenings and sent regular updates via the half-termly Pastoral newsletter.

Staff are also given guidance on this area both in induction and as part of the School's safeguarding training.

The Director of Digital Strategy is the e-safety co-ordinator and works with the School's Designated Safeguarding Lead. All instances of cyberbullying are considered in the light of the School's Safeguarding policy and if thresholds are met referrals made to external agencies.

Guidance on the use of technology is outlined in the Acceptable Use of ICT policy.

Misuse of technology is subject to the School's disciplinary regime. Appropriate sanctions will be enforced in all cases. The School's Acceptable Use of ICT policy gives additional guidance.

Students will be held responsible for all material they have placed on a website, social media platform or app and for all material that appears on a website, social media platform or app of which they are the account holder.

Misconduct of this kind outside school will be subject to school discipline if the welfare of other students, and/or the culture or reputation of the School are placed at risk.

Students are expected to report instances of cyberbullying to a member of staff. They are made aware how to do this and through e-safety awareness they are also informed how to report to an external agency. Staff are also made aware how to report online abuse. Victims or witnesses should not delete the relevant messages and should keep a record of any instances of cyberbullying. The member of staff to whom the incident is reported should offer support to the victim, log the incident on CPOMS and make the Deputy Head (Pastoral) aware of the situation. Serious cases may be referred to outside authorities.

Although bullying is not a specific criminal offence, there are criminal and civil laws that apply to threatening behaviour and harassment for which there can be consequences outside the School. Misuse of electronic communications could also be a criminal offence, for example it is an offence to send an electronic communication (such as a text message or email) to another person with the intent to cause distress or anxiety. All data is managed in line with GDPR.

Students' speakers are invited to talk to parents about online safety. Frequent updates are sent to parents on the topic, and they have access to the National College Online Safety Resources for greater guidance.

Bullying by staff

All staff have a duty to role model positive behaviour. Should a member of staff believe they are being treated unfairly by another member of staff they should consult the Code of Conduct for staff and the

Grievance Policy. Staff will be protected under the Whistle-blowing Policy for calling out any form of bullying amongst staff. All incidents will be thoroughly investigated, and any malicious allegations will be acted on. Any incidents of staff bullying students will be investigated and if founded the School will follow its Disciplinary policy.

Pipers Anti-Bullying Code

All students at Pipers Corner School follow the following code which is written in conjunction with students:

1. Every student at Pipers has the right to enjoy their learning and leisure free from intimidation, both in school and in the surrounding community
2. Our School community will not accept and will question **any** unkind actions or hurtful remarks
3. Any deliberate and/or repeated wounding action or comment will be called bullying. It will be dealt with seriously
4. We are a listening school. We all have a duty to report bullying
5. Bullying including that taking place electronically is too important to ignore

Prevention

The School aims to prevent bullying from becoming established. This is achieved by establishing a culture in which bullying is not tolerated and where it is seen as the responsibility of all members of the School community to report any instances of bullying.

- The Pipers Smart School Council and Inclusion Committee provide forums where students are encouraged to raise general issues of concern.
- The curriculum is used as a vital means of teaching students how to manage feelings associated with bullying and specific anti-bullying issues are addressed in Life Skills, Assemblies, and taken up by Form Teachers.
- National Anti-Bullying Week will be observed each year through a variety of activities in school. Regular contact with anti-bullying organisations (see Appendix) will be maintained so that as a school we can benefit from their expertise and experience.
- Appropriate staff training in all aspects of care is arranged across the School to ensure that all those with responsibility have the necessary skills to deal with cases of bullying.
- The Pastoral Team including Head of Wellbeing, nurses and counsellor(s), supports individuals in need.
- Students are encouraged to develop a strong sense of self belief. We emphasise with older students the role which is expected of them in setting a good example and being helpful to younger students and each other.
- Bullying is discussed in pastoral meetings in the School. The result of these meetings is to feedback information to senior leaders about friendship patterns, particular incidents, any student who seems to be isolated, any growing "power base" and any known conflict between a member of staff and a student, or between students so that strategies can be developed to prevent bullying incidents.
- Patterns of bullying incidents are reviewed half-termly by analysing the School's Bullying Log.
- The School encourages a restorative method and uses a version of the Girls on Board approach.
- The School encourages mediation, often led by the Head of Wellbeing.
- The School will use specific organisations or resources to support with particular problems where relevant. These can be found in <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>.

Prevention Procedure

New students will be informed of the Anti-Bullying Code as part of induction and existing students reminded at the beginning of each academic year by their Form Tutors. The Anti-Bullying Code will be printed in the Students' Planners.

Students will be made aware of the Pastoral Structure of the School and encouraged to report any instance of bullying to their Form Tutor, the Year Head, the Assistant Head Teachers, Deputy Head, the Headmistress

or any other member of staff. They will also be informed of the part that they can play to prevent bullying, for example when they find themselves as bystanders.

Any kind of Initiation Ceremony in the School is prohibited.

Parents will be encouraged to bring any concerns about possible instances of bullying to the attention of the Form Tutor, Head of Year, Assistant Head Teachers, Deputy Head, the Headmistress or any other member of staff. All such situations will be thoroughly investigated. All will be recorded in the School's bullying log and electronically via CPOMS.

Investigation

Bullying events may be identified in several ways:

- Disclosure to a member of staff by the individual being bullied
- Disclosure to another student by the individual being bullied
- Witnesses to specific bullying events
- Suspicion of bullying based upon the indicating factors

In all cases an allegation of bullying will be treated in a serious, open-minded and fair way and will be investigated thoroughly.

1. On hearing or suspecting bullying behaviour, a member of staff should first respond quickly and sensitively by offering advice, support and reassurance to the alleged victim, then make an entry on CPOMS, categorising it as Potential Bullying.
2. An appropriate member of staff will be appointed to speak to the alleged victim(s), aggressor(s) and witness(es). All students will be permitted to tell their version of events without comment upon the nature of the behaviour described. Written records will be kept of all discussions and logged on CPOMS.
3. If it is clear there has been a misunderstanding that does not require further investigation or disciplinary action to be taken, this will be explained sympathetically to the alleged victim(s) and the alleged bully(ies) will be guided on how to modify their behaviour so that the misunderstanding does not occur again. The situation will be monitored.
4. If it is believed that bullying has taken place, the Deputy Head (Pastoral) should be informed, and they will decide on the appropriate course of action. This may include additional investigation taking place and students may be interviewed. Again, all students will be permitted to tell their version of events without comment upon the nature of the behaviour described. Written records of interviews will be made and agreed by the individuals involved.
5. The parents of the students involved will be informed by Head of Year or the Deputy Head (Pastoral) if it is established that bullying has taken place and further action is required.
6. In serious cases, the action required may include further investigation in accordance with the School's Rewards, Behaviour and Sanctions Policy and Expulsion, Removal and Review Policy.
7. If at any stage there is a concern that a student has suffered or is at risk of suffering significant harm, including the risk of self-harm, a report must be made to the Designated Safeguarding Lead in accordance with the School's Safeguarding and Promoting Children's Welfare Policy and the procedures in that policy will be followed.

Action by the School

Where bullying behaviour has taken place, the range of actions to be taken by the School will include one or more of the following:

- Providing support and advice for the victim, including support from the School Counsellor and external services where appropriate. The victim will be closely monitored by a nominated adult who will work in partnership with the victim's parents.
- Providing support to the bully to help them understand the effect of their action upon the victim and to modify their behaviour, including support from the Head of Wellbeing and/or School Counsellor where

appropriate. This may also include clear instructions on expectation of behaviour going forward and a warning or final warning.

- Consideration given to the motivation behind the bullying behaviour and whether external services should be used to tackle any underlying issues of the bully which contributed to the bullying behaviour. Any concerns about risk of harm will be dealt with in accordance with the School's Safeguarding and Promoting Children's Welfare Policy.
- Disciplinary action against the bully in accordance with the School's Rewards, Behaviour and Sanctions Policy. In cases of very serious bullying or persistent bullying, a student may be required to leave the School permanently in accordance with the School's Expulsion, Removal and Review Policy.
- Informing other staff of the matter on a need-to-know basis and monitoring the position for as long as necessary, working with parents as necessary.
- Moving the bully or victim to another class or House after consultation with the student, her parents and the relevant staff.
- Reviewing vulnerable individuals and areas of the School.
- Such other action as may appear to the Deputy Head (Pastoral) to be appropriate.

Recording

School staff maintain records of the welfare and development of individual students. In addition, every complaint or report of bullying must be recorded. The Deputy Head (Pastoral) monitors these records in order to enable patterns to be identified, both in relation to individual students and across the school as a whole, and to evaluate the effectiveness of the School's approach. All bullying records are securely held on CPOMS.

Training policy

All new staff will receive information on the School's Anti-bullying policy as part of their induction into the school. All staff will receive ongoing training as part of the aim to raise awareness of bullying as an issue in the school and they will be made aware of the needs of all students including those with specific learning difficulties and/or disability and lesbian, gay, bisexual and transgender students. Training will aim to ensure the principles of the School policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available; where appropriate, school will invest in specialised skills to understand the needs of their students, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBTQ+) students.

To reinforce our commitment to maintaining a positive environment in which no type of bullying is tolerated, the School will arrange regular presentations to the students and their parents by external experts. Staff will also be encouraged to attend.

Review

This policy will be reviewed annually by the Deputy Head (Pastoral) and form part of the annual review of policies by the governors.

Related Documents

- Anti-Bullying Code
- Online Anti-Bullying Questionnaire
- Student Planners

Appendix A - Senior School Bullying Survey

Every couple of years we carry out a survey to help us check that we are doing all we can to ensure our community continues to be a safe, secure and happy environment for everyone. Your views are very important to us, please ensure you answer fully and honestly. Please ensure you read the questions carefully before answering.

*Required

Q1 - Do you know where to find the School definition (description) of bullying? *

The School defines bullying in the following way: behaviour by an individual or group, may be repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms, for example cyber-bullying. It is often motivated by prejudice against certain groups, for example on the grounds of race, religion, culture, sex, gender, sexuality, special educational needs and disability, or because a child is adopted or is a carer.

- Yes (please answer Q2)
- No

Q2 - If you answered YES to Q1 please write down where you would find the information

Q3 - Do you think this definition a good one? *

- Yes
- No (go to Q4 below)

Q4 - If you answered NO to Q3 please describe how you would improve the definition in the space provided below

Q5 - Have you ever been involved in a bullying incident (either as a victim or the bully or as a witness) based on the definition at Pipers given above? *

- Yes
- No

Q6 - Do you think you have been a victim of bullying based on the School definition at Pipers? *

Definition: acts that are deliberately hurtful, this could be a one off incident or repeated over a long period of time and difficult for those being bullied to defend themselves against.

- I do not consider I have been a victim of bullying
- I have been a victim a bullying

Q7 - If you consider you have experienced bullying during your time at Pipers, what kind of incidents occurred and how often?

	Once	Twice	More than 3 times	More than 5 times	Online
Called Names					
Threatened verbally with physical harm (but not physically harmed)					
Personal property damaged or stolen					
Pushed, tripped, kicked or bitten (physical)					
Ignored or excluded from a group activity					
Unpleasant/false rumours spread about you					
Being made fun of due to physical appearance					
Other					

If you ticked 'other' on question 7 please give details

Q8 - If you have been a victim of bullying at Pipers what do you think was the reason?

Tick as many as apply

- Colour/Race
- Religion or belief

- Ability in a subject/area of school life
- Disability or learning issue
- Economic (money) situation
- Physical appearance
- Age
- Gender
- Sexual orientation
- Gender reassignment
- Other:

Q9 Do you think this happened deliberately by someone trying to hurt you or by being thoughtless?

Q10 - Based on the School definition do you think you have you ever bullied someone at Pipers? *

The School defines bullying in the following way - acts that are deliberately hurtful, this could be a one of incident or repeated over a long period of time and difficult for those being bullied to defend themselves against.

- Yes
- Maybe
- Never

Have you ever been accused of or think you have been a bully at Pipers?

- Yes
- Maybe
- Never

Have you ever done something to someone at Pipers and said it was a joke after finding out you had hurt them?

- Yes
- Maybe
- Never

Q11 - If you said Yes - what type of bullying did/do you do?

Tick as many as apply

- Called the same person/group names on a regular basis
- Threatened the same person/group verbally with physical harm (but did not physically harm them)

- Took their property without permission or deliberately damaged their property
- Pushed, tripped, kicked, hit or bit them (physical bullying)
- Deliberately ignored or excluded them from a group activity
- Spread unpleasant rumours that were untrue and hurtful
- Said unpleasant things on social media/texts
- Other:
- Putting pressure on peers in a negative way
- Taking and sharing images

Q12 - If you did any of the things listed in Q10- why did/do you do this?

- Made me feel better about myself - gave me a sense of power
- I don't really know - I feel ashamed to have done it and stopped
- Other students encouraged me to do it - I wanted to fit into the group
- I didn't realise I was
- I thought it was funny
- I was in a bad mood
- Other

Q13 - If you have experienced bullying, witnessed it or been involved in it at Pipers - where did it take place?

Please do not answer this question unless you have been directly involved in an incident or personally witnessed it.

- In School
- Outside of School (but not online)
- Both in and out of school
- Online only

Q14 - If you have experienced bullying, witnessed it or been involved in it in school - where did it take place? Please do not answer this question unless you have been directly involved in an incident or personally witnessed it. Tick as many as apply

- Corridor
- Classroom
- Near the lockers
- Dining room
- Toilet

- Car pick up area
- Field
- Changing room
- Other:

Q15 - If you have experienced bullying, witnessed it or been involved in it at Pipers - what time of day did it happen? Please do not answer this question unless you have been directly involved in an incident or personally witnessed it. Tick as many as apply.

- Before school
- In lesson
- At short break
- At long break
- Between lessons
- In the evening
- Other:

Q16 - What did you do when the incident/s occurred?

Please do not answer this question unless you have been directly involved in an incident or personally witnessed it. Tick as many as apply.

- Told a teacher or other adult in school. Did this help? Yes No Not sure
- Told my parents
- Told my friends
- Retaliated
- Ignored it - it does not bother me
- Stayed at home
- Avoided the bully
- Told an older student
- Nothing, I kept it to myself
- Reported
- Seeing Counsellor
- Other:

Q17 - If the problem was reported to a teacher or other appropriate adult did the bullying stop as a result?

Please only answer this question if you have been bullied or bullied someone or personally witnessed it.

- Yes totally
- No not at all
- Partly it reduced
- I reported it but asked them not to say or do anything
- Other:

If you didn't report it, please state why?

.....
.....
.....

Were there any obstacles to reporting it? Yes No

If yes, please detail

.....
.....
.....

Q18 - Please write any further comments you would like to draw to the School's attention, about the topic of bullying.

Please write in the space provided

Finally, which Year Group do you belong to? *

- Year 7
- Year 8
- Year 9
- Year 10

Year 11

Year 12

Year 13

Never submit passwords through Google Forms.

100%: You made it.

Appendix B

Prep Survey

Every couple of years we ask students a few questions to help us check that we are doing all we can to make sure our school community continues to be a safe, secure and happy environment for everyone. Your views are very important to us, please answer honestly. Please make sure you read the questions really carefully before answering.

*Required

Do you know where to find the School description of bullying? *

The School describes bullying in the following way: behaviour by an individual or group, may be repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms, for example cyber-bullying It is often motivated by prejudice against certain groups, for example on the grounds of race, religion, culture, sex, gender, sexuality, special educational needs and disability, or because a child is adopted or is a carer.

Yes (please answer Q2)

No

Q2 If you answered YES to Q1 please write down where you would find the information

Q3 - Do you think you have been bullied at Pipers based on the School definition? You can re-read it below. *

Description: behaviour by an individual or group, may be repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms, for example cyber-bullying It is often motivated by prejudice against certain groups, for example on the grounds of race, religion, culture, sex, gender, sexuality, special educational needs and disability, or because a child is adopted or is a carer. We would not say having a little falling out with your friend is bullying.

I do not think I have been bullied

I think I have been bullied

Q4 - If you think you have experienced bullying at Pipers what kind of things happened and how often?

	Once	Twice	More than 3 times	More than 5 times
Called Names				
Threatened verbally (with words) but not physically harmed				

Personal property damaged or stolen				
Pushed, tripped, kicked or bitten (physical hurt)				
Ignored or not invited to a group activity				
Unpleasant/false rumours spread about you				
Unpleasant/untrue rumours spread about you				
Other				

If you ticked 'other' on question 4 please give details in the box

Q5 - If you think you have been bullied at Pipers – why do you think they did it?

Tick as many as you want.

- Because of my religion
- Because of my ability in a subject/area of school life
- Because of where I live
- Because of my hair colour
- Because of my size
- Because of my clothing
- Other:

Q6 - Based on the School description below do you think you have you ever bullied someone at Pipers? *

Description: behaviour by an individual or group, may be repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms, for example cyber-bullying. It is often motivated by prejudice against certain groups, for example on the grounds of race, religion, culture, sex, gender, sexuality, special educational needs and disability, or because a child is adopted or is a carer.

- Yes

Never

Q7 - If you said Yes - what type of bullying did/do you do?

Tick as many as you want

- Called the same person/group names on a regular basis
- Threatened the same person/group verbally with physical harm (but did not physically harm them)
- Took their property without permission or deliberately damaged their property
- Pushed, tripped, kicked, hit or bit them (physical bullying)
- Deliberately ignored or excluded them from a group activity
- Spread unpleasant rumours that were untrue and hurtful
- Said unpleasant things on social media/texts
- Other:

Q8 - If you did any of the things listed in Q7- why did/do you do this?

- Made me feel better about myself - gave me a sense of power
- I don't really know - I feel ashamed to have done it and stopped
- Other students encouraged me to do it - I wanted to fit into the group
- Other:

Q9 - If you have experienced bullying, at Pipers, seen it or been involved in it in school - where did it take place?

Please do not answer this question unless you have been directly involved or personally seen it happen. Tick as many as you like.

- Corridor
- Classroom
- Cloakroom
- Dining room
- Toilet
- Car pick up area
- Field
- Changing room
- Other:

Q10 - If you have experienced bullying, witnessed it or been involved in it at Pipers - what time of day did it happen?

Please do not answer this question unless you have been directly involved in an incident or personally seen it. Tick as many as you want.

- Before school
- In lesson
- At short break
- At long break
- Between lessons
- In the evening
- Other:

Q11 – if you have been involved or seen something what did you do when it happened?

Please do not answer this question unless you have been directly involved in an incident or personally witnessed it. Tick as many as you want.

- Told a teacher or other adult in school
- Told my parents
- Told my friends
- Bullied back
- Ignored it - it does not bother me
- Stayed at home
- Avoided the bully
- Told an older student
- Nothing, I kept it to myself
- Reported cyber bullying via the website using the 'report abuse' button
- Other:

Q12 - If you told a teacher or other adult at Pipers did the bullying stop as a result?

Please only answer this question if you have been bullied or bullied someone or personally witnessed it.

- Yes totally
- No not at all
- Partly it reduced
- I reported it but asked them not to say or do anything
- Other:

Finally, which Year Group do you belong to? *

- Year 4
- Year 5
- Year 6

Never submit passwords through Google Forms.

100%: You made it.

Appendix C - Specialist Organisations:

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyber-bullying and Online Safety

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. The website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

Internet Matters: provides help to keep children safe in the digital world.

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

The UK Council for Internet Safety (UKCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

LGBTQ+

Barnardos: through its LGBTQ+ Hub, offers guidance to young people, parents and teachers on how to support LGBTQ+ students and tackle LGBTQ+ prejudice-based bullying

Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity.

Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Information, Advice and Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental Health

MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

PSHE Association – guidance and lesson plans on improving the teaching of mental health issues

Race, Religion and Nationality

Anne Frank Trust: Runs a schools' project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings.

Sexual Harassment and Sexual Bullying

Ending Violence Against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

Disrespect No Body: A Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.

Appendix D - Guidance for students

If you think that you are being bullied - never be afraid to ask for help from any member of staff, a prefect or a friend.

Student's guide to how to respond if you are being bullied

If you are being bullied the following responses should help:

1. Explain to the bully that their words/actions are upsetting; they may not be aware of this. However, if the bullying continues try not to show your feelings
2. Walk away quickly and confidently, even if you don't feel that way inside
3. If you are different in any way, be proud of it – it's good to be an individual
4. The bully will not stop if they think they can get away with such behaviour. Discuss the problem with your friends, tell a member of staff or ask your friends to tell a member of staff on your behalf
5. If you do not want to talk to an adult in school or a member of your family, you can talk to the School's counsellor

Student's guide to how to respond if you think someone is being bullied and how to prevent bullying

You can help to stop bullying:

1. If the student being bullied is in any danger, fetch help. If they are not in danger your presence may ease the situation so remain together
2. Show that you and your friends disapprove
3. Give sympathy and support to others who may be bullied
4. Be careful about teasing or making personal remarks. If you think they might not find your comments funny don't say them
5. If you know of bullying tell someone. The victim may be too scared or lonely to tell

Other sources of help and support

Children's Commissioner: 0800 528 0731

www.childrenscommissioner.gov.uk/

Childline: 0800 1111

www.childline.org

Guidance for parents

Parental involvement

Whenever a serious case of bullying is uncovered the parents or guardian of both the victim and the bully would normally be informed either in writing or by personal contact.

If your child is being bullied

Parents along with peers will probably be the first to hear of a bullying incident. Parents should contact their child's Form Tutor, Head of Year, Deputy Head (Pastoral) or Headmistress if they are worried.

It is essential to stay calm, supportive and find out the facts of the situation; a situation of alleged bullying can be complex to understand as it is possible that the parties involved with have varying perceptions of the events under investigation. Reassurance will be needed to persuade your child that they have done the right thing by telling you. You may find it helpful to have the following checklist at your side to ensure that correct information is passed to the School:

- Who was involved?
- Where did it take place, when and how often?
- Why did it take place?
- What form did the bullying take?

When you inform the School of these details, you will be told how the School will proceed. The procedures set out in this policy will be followed and we will work with you as required, keeping you informed of action taken. Be reassured that this will be managed sensitively with the needs of all the students involved carefully considered.

If your child is involved in the bullying

It is important to work with the School to modify the patterns of behaviour which are causing your child to bully. Do not panic and blame yourself. Acknowledge that these things do happen, and the School has

mechanisms in place to deal with this issue. It is helpful to recognise some of the reasons why students behave in this way from time to time.

Children sometimes bully others because:

- they are not aware of how hurtful it is.
- they are copying the behaviour of older siblings or people they admire.
- they have a temporary difficulty integrating in their peer group.
- they are bullying others because of encouragement from friends.
- they are going through a difficult time personally and need help.
- they have not yet learnt satisfactory ways for making firm relationships.

To stop your child from bullying others:

- Talk with your child and help them to understand that what they are doing is unacceptable as it makes other students unhappy.
- Discourage other members of the family from using aggressive behaviour to get what they want.
- Suggest ways of joining in activities with other students without bullying.
- Liaise with the School: Form Teacher, Head of Year, Deputy Head (Pastoral), or Headmistress.
- Make time to have regular chats about how things are going at school.
- Check that your child has identified an adult at school to whom they can go to if they have a problem or a worry of any kind.

Please note that the School will want and need to take action if bullying occurs. The matter will be sensitively handled but it needs to be effective. Action will be taken in accordance with this policy, together with the procedures in the School's Rewards, Behaviour and Sanctions Policy and Safeguarding and Promoting Children's Welfare Policy, as necessary.

Guidance

Other useful organisations providing support for parents dealing with specific bullying issues include:

www.kidscape.org.uk

www.nspcc.org.uk

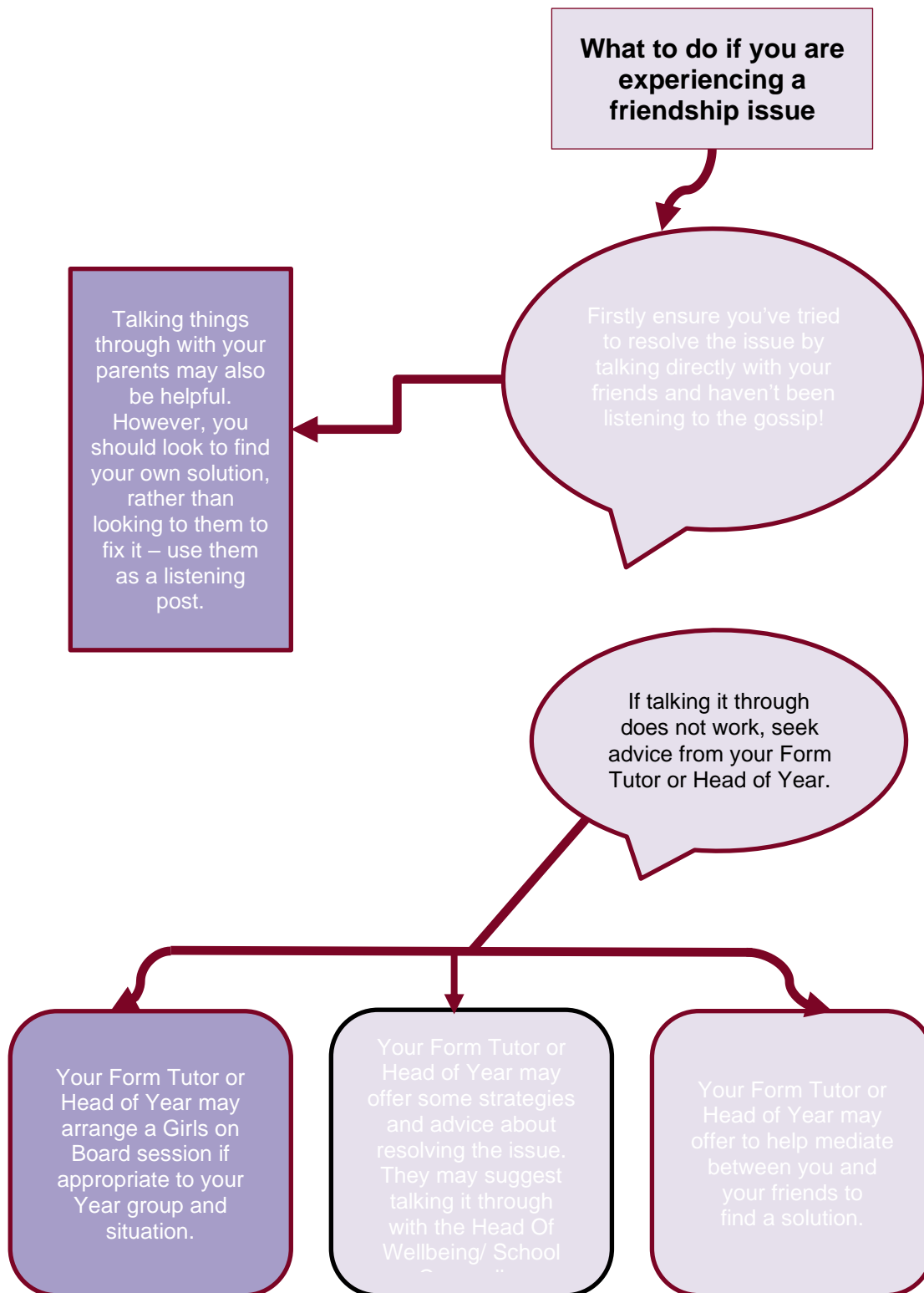
www.youngminds.org.uk

www.anti-bullyingalliance.org.uk

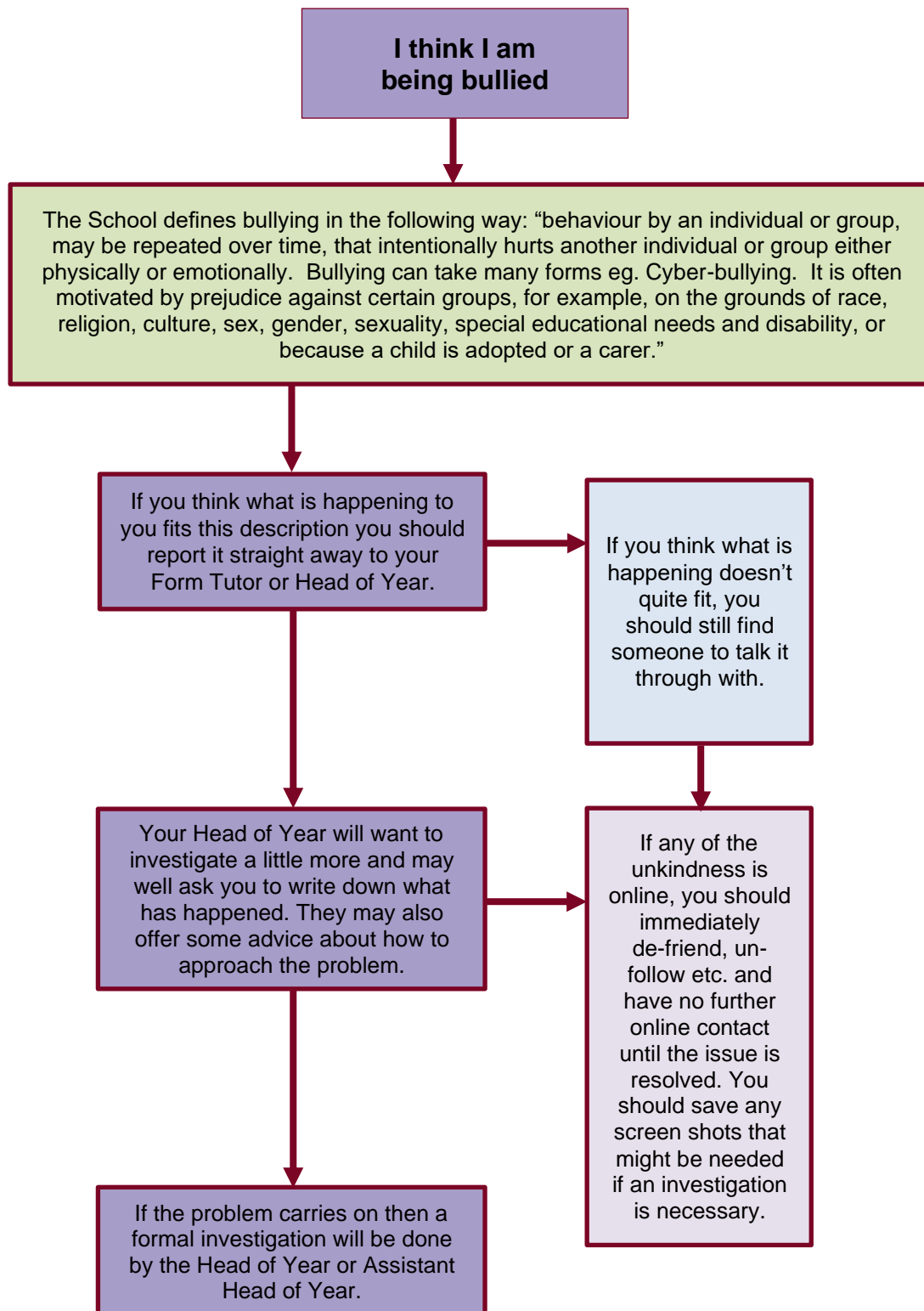
www.familylives.org.uk

www.childline.org.uk

Appendix E - What to do if...



What to do if...



If you would like to talk to someone outside of the School, we recommend these helplines:

- Childline: 0800 1111
- Department for Education NSPCC Sexual Harassment Helpline: 0800 136663
- Give us a Shout: Text SHOUT to 85258