ANTI-BULLYING POLICY

2023-24

The Hammond Anti-Bullying Policy covers pupils in the entire school community and ensures that bullying is prevented in so far as reasonably practicable through the following policy and strategy. The Hammond recognises the seriousness of bullying, both physical and emotional. The Hammond does not believe bullying should be tackled only after the event has been identified; The Hammond uses a wide variety of educational activities (such as assemblies, posters, PSCHE activities, form activities) to prevent bullying, including advising young people of what to do should they find themselves bystanders to bullying.

Any form of bullying, whether verbal, physical or psychological or cyber, and whether one-off, occasional or repeated, is completely unacceptable at The Hammond. This policy is in line with the National Minimum Standards for Boarding Schools – Standard 12 – Promoting Positive Behaviour and Relationships. The Hammond has a zero tolerance policy in relation to all forms of bullying.

Definition
Bullying is behaviour by an individual or a group, repeated over time (or possibly one serious incident) that intentionally hurts another pupil or group physically or emotionally. Bullying can take many forms and is often motivated by prejudice, for example on grounds of ability or disability, special need, race, religion, culture, gender, sexual orientation or identity, or because a child is adopted or has caring responsibilities. It may occur directly or through cyber-technology. The Hammond recognises the seriousness of bullying, both physical and emotional. And that bullying on the basis of protected characteristics is taken particularly seriously.

Bullying and cyberbullying can become a crime if a young person:

- Physically assaults someone
- Harasses someone especially if the harassment is based on gender or racism
- Makes violent threats
- Makes death threats
- Makes obscene and harassing phone calls and texts
- Engages in sexting
- Engages in sextortion which is sexual exploitation
- Engages in child pornography
- Stalks someone
- Commits hate crimes
- Takes a photo of someone in a place where they expect privacy
- Engages in extortion

Stopping violence and ensuring immediate physical safety is The Hammond's priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case. Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for

those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

Bullying can be
- **Emotional** - being unfriendly, excluding, and tormenting (e.g. hiding books, threatening gestures).
- **Physical** - pushing, kicking, hitting, punching or any use of violence.
- **Racist** - racial taunts, graffiti, gestures.
- **Sexual** - unwanted physical contact or sexually explicit and/or abusive comments.
- **Homophobic** - because of, or focussing on, the issue of sexuality.
- **Verbal** - name calling, sarcasm, spreading rumours, teasing.
- **Disability** - because of, or focussing on, a disability.
- **Cyber** - using electronic means such as social websites, mobile phones, text messages, photographs or e-mail to cause pain and distress to a victim.
- **Religious/Cultural** - religious or cultural intolerance of any sort.

Bullying can seriously damage a young person's confidence and sense of self-worth. It can lead to serious and prolonged emotional damage for an individual, and, at its most extreme, suicide. Those who conduct the bullying or witness the bullying can also experience emotional harm, and the impact on parents and school staff can be significant. The Hammond understands that some pupils, those with disabilities or special educational needs, can be more of a target for bullying, and instruct staff to be vigilant. The Hammond recognises, and educated all pupils/students and staff about, the seriousness of bullying, both physical and emotional.

The Hammond accepts that as well as pupils bullying pupils, staff may demonstrate bulling behaviour, or can be the victims of bullying, as can parents. The school sees all incidents of bullying as unacceptable, and all known incidents are addressed with equal importance.

All members of the school community (parents, pupils, and staff) have a responsibility to ensure that, in so far as it reasonably practicable, bullying is prevented, and when it does occur, it is dealt with effectively and in accordance with this policy.

Staff should also refer to their Employee Handbook for the Anti-Harassment and Bullying Policy.

Prevention:

The Hammond's response to bullying does not start at the point at which a child has been bullied. The Hammond has developed a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place; such information is logged on to CPOMS. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

The Hammond understands that schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave; this is communicated daily to pupils and is written into the staff behaviour policy to ensure effective role models. This culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school and in boarding houses. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

The Hammond also:

§ involves parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied.

§ involve pupils. All pupils are clearly guided to the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders

§ regularly evaluates and updates their approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers

§ implements disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable

§ openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities. The Hammond also teaches children that using any prejudice-based language is unacceptable

§ uses specific organisations or resources for help with particular problems. The Hammond has begun a relationship with the Diana Award, led by the Transition and Pupil Leadership Co-ordinator.

§ provides effective staff training. Anti-bullying policies are most effective when all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support. The Hammond has invested in specialised skills to help their staff understand the needs of their pupils, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGB&T) pupils

§ works with the wider community such as the police and children's services to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed.

§ makes it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying

§ creates an inclusive environment. The Hammond creates a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination. Celebrating success is an important way of creating a positive school ethos around the issue.

Procedures to follow to report bullying:
Senior staff member to contact regarding bullying matters:

Jennifer Roscoe: Principal
Jamie Morris: Head of Student Support and Designated Safeguarding Lead
Amanda Doyle: Vice Principal (Director of Teaching and Learning)
Robert Bannon: Director of Vocational Training
Emma Coupe: Pastoral Support Manager
Emma Thomas: Diversity and Inclusion Leader
Hannah Curtis: Pastoral Assistant
Lucia Martin: Pastoral Assistant
All members of the boarding team

The Hammond actively encourages all pupils and students to report any incidents of bullying, and the above staff (as well as form tutors and any other member of staff) will take the report seriously.

Should a pupil or student feel uncomfortable seeking out support face-to-face, The Hammond encourages all pupils/ students to utilise Microsoft Teams or school email to bring the concern to the attention of a member of staff.

The Hammond Parliament pupil and student leaders are also available to talk to, as well as our Independent Listener, Darren Gerrish.

The Hammond will deal with bullying in immediately and the actions will depend on how serious the bullying is. All bullying allegations are recorded on CPOMS and discussed, and actions created, at weekly pastoral meetings. This enables pastoral leaders and the leadership team to evaluate the effectiveness of an approach adopted and to identify patterns of behaviour.

Bullying might be dealt with in school, for example by disciplining bullies, potentially through fixed-term exclusions; pupils and students must also be aware that The Hammond may also report it to the police or social services. The Hammond operates a zero-tolerance policy as regards bullying and will permanently exclude pupils/students if necessary.

The Hammond has a responsibility to support children who are bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, asking the pastoral team to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).

In some circumstances the consequences of bullying may lead to a child or young person experiencing pronounced social, emotional or mental health difficulties. Schools should ensure they make appropriate provision for a child's short-term needs, including setting out what actions they are taking when bullying has had a serious impact on a child's ability to learn. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then schools should consider whether the child will benefit from being assessed for SEN. In July 2012 the cross Government No Health Without Mental Health: Implementation Framework was published. It describes the role that both schools and local authorities should play in supporting children and young people's mental health and wellbeing.

Any discipline must take account of special educational needs or disabilities that the pupils involved may have.

The Hammond is clear that a bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. At this point The Hammond's DSL will contact children's social care and/or the police.

All data regarding reported incidents or concerns will be stored securely on the school's CPOMS system, as well as in the DSL's bullying file and in line with statutory requirements.

Parents are encouraged to use the school's Complaints Procedures if they believe The Hammond hasn't dealt with your concerns.

This policy is available to parents via the school website and, on request, at the school office.

As of September 2019, all concerns are submitted via CPOMS.

The Hammond understands that removing bullied children from school, even for a short time, disrupts their education and can make it difficult for them to reintegrate. In itself it also fails to address the causes of the problem and can send the wrong message that victims of bullying are unwelcome. The Hammond will respond sensitively where an absence arises as a result of bullying and will do all we can to ensure bullied children continue to attend school. It is important that this support goes hand-in-hand with measures to tackle the bullying so that bullied children feel safe at school, and on their way to and from school.

Aims
- To promote a consistent approach to managing behaviour with the emphasis on preventing bullying throughout the whole school and boarding houses.
- For senior staff to take the lead in ensuring policies are implemented effectively.
- To create an atmosphere of trust and openness.
- To promote strongly positive behaviour of all types.
- To ensure that staff use rewards effectively.
- To ensure that concerns of all types are raised at an early stage and dealt with swiftly, fairly and with consistency.
- To ensure both bullies and those being bullied are supported appropriately and systems put into place to monitor progress.
- To ensure all concerns and reports of bullying of all kinds are recorded fully.
- To ensure senior staff monitor records regularly (LMT meetings, departmental meetings and pastoral meetings) to identify any trends over time and discuss methods to deal with such, should they occur. CPOMS to be used as a means of record and creating chronology of behaviour.
- To provide regular training in this area for staff and ensure they are aware of recent guidance on this topic, such as DfE advice 'Preventing and Tackling Bullying July 2017', a copy of which can be located in the staff room and on the staff shared area, and that legal responsibilities are known.
- To make clear the sanctions that may be imposed in response to differing levels of bullying.

The DSL undertakes a weekly review of bullying allegations from CPOMS and creates a detail 'bullying log'.

Objectives
To communicate the contents clearly to all so that;
- all directors, teaching and non-teaching staff, pupils and parents understand what bullying is;
- all directors, and teaching and non-teaching staff know what the school policy is on bullying, and follow it when bullying is reported;

- all pupils and parents know what the school policy is on bullying and what they should do if bullying arises;
- everyone always takes bullying seriously so that pupils and parents are assured that they will be supported when bullying is reported;

The Equality Act 2010 – the school complies with the aims of this act as follows:
- We aim to eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- We work to advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- We promote and foster good relations between people who share a protected characteristic and people who do not share it.

Safeguarding Children and Young People
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, staff should follow the **safeguarding policy** and report their concerns immediately to the school's DSL, Designated Safeguarding Lead, (lists around school and contained in the Safeguarding Policy) who will then inform the local authority children's social care officer.

Roles and Responsibilities
The Leadership Management Team, Pastoral Team and Head of Boarding will deal quickly and effectively with incidents. All staff and senior pupils have a vital role in preventing bullying within the school, and in dealing with incidents themselves (teachers) or reporting incidents (support staff and senior pupils). All staff receive training on this policy and the related procedures in their first term at school, and there are annual reminders about this policy for all teaching staff at the beginning of each academic year. The whole school community received training on 2nd January 2013 by ECM Consultants, 11th April 2016 and January 2018 from Barabarani, and most recently by Cheshire West and Chester on 16th April 2021. All staff are asked to renew their understanding of anti-bullying through annual online training courses. Annual new staff induction, and the first INSET day both focus on anti-bullying, and all staff are obliged to read and be tested on this policy. Regular staff briefings throughout the year are used as re-fresher sessions and opportunities to reflect on practice. Such staff training is used to raise awareness of policies, legal responsibilities, share good practice and to support our young people with more complex needs. The Directors review the policy annually and are involved with the more serious incidents. All DSL and DDSLs undertake training every two years in addition to the above.

Review of Bullying
The school community is consulted regularly at departmental meetings (staff) and through pupil voice meetings (pupils) or as required in order to monitor perceptions of bullying. Pupils are engaged in the question process, and pupils of all backgrounds are consulted, including SEND pupils, and minorities to ensure the full range of pupils are involved. Senior staff monitor the digital bullying records on CPOMS regularly to identify whether any

patterns of are emerging. If this is so then appropriate measures are taken. This information is shared with the leadership team.

Monitoring and Evaluation
The Directors review the Anti-Bullying Policy annually. The pastoral care team, involving school and house staff, review this policy annually. A confidential record of historic bullying incidents is held by the Principal; as of September 2019 CPOMS will retain all chronologies of bullying incidents, overseen by the Principal. The school uses Class Charts to monitor and report on pupil positive and negative behaviour choices.

Recording of incidents
A record of all historic incidents of bullying (register) is kept by the DSL. As of September 2019 CPOMS will retain all chronologies of bullying incidents. All relevant incidents occurring at any time are recorded. Bullying incidents within the boarding community outside of school are also recorded on the central bullying register. As of September 2019 this will also transfer to CPOMS. The Hammond also distinguishes incidents which are based on protected characteristics.

The School Approach to Bullying
We raise awareness of bullying through discussion with pupils in PCSHE lessons, assemblies, tutorials and through the school council. Other subject areas also tackle the topic of bullying, with Religious Studies, English, History, and Drama in particular allowing an exploration of relevant aspects. Staff discuss the issue in school and with pupils in tutor groups and assemblies. Staff set a good example of behaviour and courtesy, both in their behaviour towards each other and in their behaviour towards pupils, which is managed through staff training and performance management targets. All staff are vigilant for possible signs of bullying, and will pass on concerns, no matter how trivial, to tutors, pastoral team, head of boarding and the leadership management team at an early stage.

Through high quality pastoral care staff build pupils' confidence and self-esteem by recognising individual achievement and personal qualities, celebrating their success in all areas. It is the aim of each teacher to ensure pupils are comfortable, engaged and happy in their learning. Staff will not allow pupils to exclude others from activities and will make a point of expressing disapproval of unkind remarks or other negative behaviour. Staff responsibilities extend into less structured areas such as break times, lunchtime, social activities, trips, and life in the boarding section. At all times all staff will have the happiness and well-being of every pupil as a priority and encourage positive behaviour and relationships at all times. The school's anti-bullying ethos is supported by visible posters, all staff throughout the school, and especially by staff with specific pastoral responsibilities.

Cyber Bullying
The school considers online safety a part of both safeguarding, anti-bullying and mobile devices (see separate policies). This includes the use of cyber technology to bully, including social media, websites, mobile telephones, text messages, photographs and emails.

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. 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 of 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. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.1 If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

As of September 2023, The Hammond removed the use of mobile phones for school pupils. The Hammond believes that the education of young people as regards responsible usage of mobile technology is more effective than the banning of mobile technology. Young people continue to be guided as regards appropriate usage through form activities, assemblies, PSHE and other activities. Young people are guided to know that they may only use their mobile devices in the boarding houses (and in non-school time).. Robust filtering mechanisms are in place to prevent inappropriate material being viewed by pupils, students, or staff, in line with KCSiE 2023 changes. Regular staff briefings, pupil and student assemblies, as well as PSHE activities are conducted regarding online safety, consolidated by follow-up emails and notes. Newsletters are created which include information regarding online safety, as well as emails to parents and guardians. All members of the school community are asked to report any breaches of the above rules by contacting a form tutor, or a member of the senior leadership team. Any unkind behaviour will be treated in the same manner as any face-to-face unkind behaviour is treated.

Social Networking Sites and Internet Safety, Online Safety

As The Hammond begins to increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. The Hammond ensures that appropriate filters and monitoring systems are in place. For more information, please see the Internet Filtering Policy.

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation, radicalisation, sexual predation: technology often provides the platform that facilitates harm. The Hammond ensures an effective approach to online safety

to protect and educate the whole community and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

There are four key areas of risk:

Content: being exposed to illegal, inappropriate or harmful material, for example pornography, fake news, racist or radical and extremist views.

Contact: being subjected to harmful online interaction with other users, for example commercial advertising as well as adults posing as children or young adults.

Conduct: personal online behaviour that increases the likelihood or, or causes, harm, for example making, sending and receiving explicit images, or online bullying.

Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If a Hammond member of staff feels pupils, students or staff are at risk they are asked report to the Anti-Phishing Working Group https://apwg.org/

Statement regarding use of mobile technology (communicated to parents and staff)

The Hammond is fully aware of the high-profile use of mobile technology, particularly access to 3G and 4G internet, in the world today. It is acknowledged that this plays a large part in the lives of our pupils and students and can have positive outcomes. However, there are some clear risks when children are able to go online.

The NSPCC state that 'the most effective filter is an educated child'. We work closely with pupils to educate them on safe use of the internet through dedicated lessons, form tutor time, PSCHEE drop-down days and assemblies. During the school day, the following precautions are aimed at reducing the possibility of pupils having difficulties:

- Pupils (school may not bring a phone to school. College students may bring their phone to college, however, they are not allowed to do so until a stringent process of negotiation and education has taken place to ensure boundaries are in place and what to do should something go wrong. All students sign an individual agreement that they understand this.

- During evenings, in the boarding houses, children are allowed access to their mobile devices but these are removed at bed time and locked away by Houseparents.

To support boarders, the following information is provided to the parents of boarders through our boarding handbook:

The controls set up on a child's device and your home broadband won't apply if they use 3G or 4G, public WiFi or log on to a friend's connection instead. Public WiFi is often available when you're out and about. But it's not always secure and can allow children to search the internet free from controls.

Some venues and businesses offer family-friendly WiFi. When you see the family-friendly WiFi symbol it means that when you connect to the WiFi there are filters in place to stop children from seeing harmful content. Talk to your child and agree with them what they can and can't do online. And if they're visiting friends or family remember that they might not have the same controls set up.

For step-by-step guides on how to set up on how to parental controls on specific mobile and broadband networks please see the link below:

https://www.internetmatters.org/parental-controls/broadband-mobile/

Staff must **not** have any current child as their 'friend' on any of the social networking sites such as Facebook, nor should they 'follow' them on other platforms such as Twitter or Instagram. Staff must contact children using their school email address only, and only for academic or vocational purposes. This is regularly communicated through staff briefings and INSET training. This extends to young people undertaking the degree course at The Hammond. Please see the Staff Behaviour Policy for more information.

In keeping with the guidance publication, Keeping Children Safe in Education, The Hammond has a whole school policy regarding the safe usage of the internet. Internet access is filtered

for all users. Differentiated internet access is available for staff and customised filtering changes are managed by the school. Filter content lists are regularly updated (via www.trustedsource.org) and internet use is logged and monitored. There is a clear route for reporting and managing changes to the filtering system. Where we allow children and staff to bring their own devices, they are allowed internet access through the school network, filtering will then be applied that is consistent with school practice.

- The school has provided differentiated user-level filtering through the use of Sophos Red devices. These allow for different filtering levels for different ages / stages and different groups of users – staff / pupils / students. This is reviewed annually and overseen by the Board of Directors. The DSL has responsibility for this.
- Children will be made aware of the importance of filtering systems and the way in which the school's works upon their induction programme.
- Mobile devices that access the school internet connection will be subject to the same filtering standards as other devices on the school systems
- If a member or staff or a child has concerns regarding the accessible content, they can contact the Head of IT.
- If there are any concerns regarding a particular child or member of staff, the school can monitor their internet usage and lock their account until the matter is resolved.
- Any filtering issues are reported immediately to the filtering provider, Virtue Technologies, who then manage the filtering system remotely to resolve any problems.
- If the filtering system is compromised in any way, the Sophos Red devices disallow connection to the internet so there is no instance where children and staff can access the internet unfiltered.
- The measures above are carried out in accordance with Safeguarding and Prevent strategies in order to protect children from online threats presented by access to the internet.
- The nature of this filtering system does not allow for connections to social media accounts on the school's internet provision. This negates the threat of online radicalisation via the use of social media.

Please see Mobile Devices Policy for more information.

Parents are sent the schools ICT Acceptable Use and E-Safety Rules for Pupils – document prior to their child joining the school. Both parents and pupils are asked to read, agree to, and abide by the information included by signing this document. The document outlines the safe use of IT facilities in school and at home. Please also see the schools Safeguarding Policy, Mobile Devices Policy and Internet Filtering Policy which outline how the school ensures safe use of the internet in accordance with Keeping Children Safe in Education September 2023.

The Department for Education offers advice documents for both parents and school staff on Cyber Bullying and these documents are available on the Department for Education Website. https://www.gov.uk/government/publications/preventing-and-tackling-bullying

The school will also treat seriously cyber bullying of its staff by any parent or pupil. The school shares with parents all information regarding keeping their children safe on- line. Most recently parents were furnished with advice and guidance from The Hammond and Cheshire Constabulary.

Cyberbullying – Preventative Measures

In addition to the preventative measures described above, the school:
- Expects all pupils to adhere to ICT Acceptable Use Policy for the safe use of the internet; certain sites are blocked by our filtering system and our IT Department monitors pupils' use.
- May impose sanctions for the misuse, or attempted misuse of the internet.
- Issues all pupils with their own personal school email address.
- Offers guidance on the safe use of social networking sites and cyberbullying in PSCHE lessons which covers blocking, removing contacts from 'buddy lists' and sharing personal data.
- Delivers workshops and assemblies about staying safe online.
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe. .
- The School's Curriculum Leader for ICT supports E-Safety.

Pupils bullying outside of school premises will be treated in accordance with the **Preventing and Tackling Bullying July 2017** policy. This can relate to any pupil/pupil misbehaving outside the school premises such as on school or public transport, outside the local shops, or in a town or a village centre. The Principal will consider if it is appropriate to involve the police (if the incident poses a series threat to the public or pupils/ students) or other outside agencies as needed.

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say 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 those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Principal will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the

police should always be informed. While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

Staff training
Regular training regarding bullying issues is provided to staff, and to senior pupils, especially those in roles of responsibility such as senior pupils with a boarding role. All new staff, teaching and non-teaching are apprised of the Anti-Bullying Policy and asked to support the school's anti-bullying ethos.

Procedures - What can staff do if bullying is suspected? –
Signs to look for include withdrawal, low self-esteem, poor work, children flying into tempers (usually at home) weight loss, bursting into tears at the slightest criticism. When dealing with actual allegations we take account of the Department for Education publication 'Preventing and Tackling Bullying July 2017', a copy of which can be located in the on the staff shared area.

Staff should develop positive relationships with pupils so that they feel confident enough to report bullying. When bullying is reported it is important to act quickly and to get the facts right noting times, names, places, witnesses, theft, damage, injuries. It may be advisable to ask the victim to keep a diary of events. All reports of bullying must be taken seriously. Any meetings with parents, copies of letters and the action agreed upon will also be recorded. It is important to fully investigate and hear 'both sides of the story'.

If complaints of bullying are the result of normal, albeit distressing, changes in friendships, they may be best resolved in a low-key manner, with a minimum of disruption to pupil's progress. In such situations, parents may not be automatically informed.

When a bullying incident is witnessed the teacher or other adult should remove both parties from the situation and hear both sides of the story. As soon as possible a written record of the incident should be made. Very minor incidents may be dealt with swiftly and verbally and may require no further action – nonetheless positive action by staff is necessary and a record made of the conversation. When a pupil complains of being bullied, he or she will be taken seriously and listened to. Any specific incidents will be noted down in writing, as well as a record of the pupil's general feelings. When a parent raises an initial concern, the same process applies. CPOMS will be used as a means of recording all information.

At all times a calm, unbiased and reflective investigation is carried out of any allegations made, in consultation with all parties involved. The school will remain impartial and make any decision regarding further action based on the evidence.
If possible both parties should be reintegrated into the group/classroom as soon as possible. If not, the parties should be taken to a safe place where a suitable adult can stay with them until a senior member of staff attends.

With reported or hearsay incidents of bullying, the form tutor, or member of the boarding staff, in liaison with senior staff, will interview the pupils involved and any relevant witnesses, as soon as possible. Care must be taken to keep the identity of the reporter of the incident confidential, so they do not suffer as a consequence of their action.

In cases of cyber-bullying, any evidence in the form of text messages or other postings should be retained, in consultation with the IT staff. Senior staff should be involved in all such instances.

All parties will meet at the earliest possible opportunity to try to find a solution and agree a plan of action to prevent such incidents happening again. It is often helpful to have an impartial witness at such meetings, such as another member of staff.
All incidents of bullying should be reported to the form tutors concerned, via a written report. In addition, a copy will be sent to senior staff for the bullying central file on CPOMS.

More severe cases of bullying will be reported to the Principal who will inform the Directors and parents, and an investigation will be held. If decided necessary, the Principal will decide whether to inform the Police or other agencies as needed.

Any use of physical restraint by adults is by reasonable and non-injurious means, only when immediately necessary and for the minimum time necessary to prevent injury to self or others or very serious damage to property, and always recorded in writing. (See Use of Physical Restraint Policy and Form).

Parents
Parents will be involved early in the process, and their support requested and desired. All incidents of bullying will be reported to parents/guardians. Parents' support will be asked for, to help to prevent further incidents of bullying or anti-social behaviour. Regular communication will play a key part in resolving an incident. In low key issues as highlighted above parents may not be informed unless it becomes clear that the situation remains an issue.

Sanctions and Support
Bullying is treated very seriously and merits different sanctions and support methods (see separate Guide to Sanctions Policy) depending on the specific situation. Sanctions range from interviews with the perpetrator and with the victim, meetings between victim and perpetrator to move a situation forwards, parental communication and meeting, formal written warnings of detentions, and in serious and persistent incidences of bullying, temporary and permanent exclusions. It is the intention of the school that sanctions will as far as possible be accompanied by supportive initiatives, such as counselling or mentoring, as available.

Sanctions against bullies may include removal from a class, tutor group or boarding house, on a short term or permanent basis; removal from a school trip or visit for an agreed length of time, removal from taking part in a production, behaviour detention/s; short term

exclusion or, for very serious and repeated incidents of bullying, permanent exclusion. If there is further concern the children named should be involved in drawing up a 'code of conduct', which is specific to the allegations. This conduct should make it clear what action will be taken if the code is broken. The Hammond will never allow corporal punishment as a sanction.

The Hammond will offer support and counselling to bullies who repeat their antisocial actions to try to prevent permanent exclusion. Pupils who have used their phones in an inappropriate fashion may have further sanctions applied in this area for a period of up to two weeks.

Victims of bullying will also be offered pastoral support and supportive mentoring by the school. The nature and level of support will depend on the individual pupil and the level of need. It is important that the 'victim' feels that they can talk to someone, this could be a member of staff or another pupil and that they are taken seriously. They too should be given strategies for coping with the problem.

The Hammond celebrates positive choices made by pupils and students through the role of Prefects, Student Council, Boarding Council, Prize Day, and through merit assemblies. All meetings highlight positive behaviour for language, designed to celebrate positive behaviour and to guide away from unkind behaviour.

Also see Mobile Devices Policy, What to do if you are worried about something Policy, Internet Filtering Policy, ICT Acceptable Use and E-Safety Rules for Pupils and the Safeguarding Policy.

Frequently Asked Questions, taken from
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Q: Should we prioritise tackling some types of bullying over others?

A: Immediate physical safety obviously comes first. All bullying, whatever the motivation or method, is unacceptable and should not be tolerated. Some issues will be more familiar to schools than others and this guidance points to other specialist organisations for further information about how to tackle specific types of bullying. Please see 'Further Sources of Information' at the end of this document.

Q: Should I discipline pupils for bullying outside the school?

A: Yes. If an incident of bullying outside the school premises or online is reported to the school, it is important that it is investigated and appropriate action is taken. This will send a strong signal to pupils that bullying will not be tolerated and perpetrators will be held to account.

Q: How can we involve parents more in our anti-bullying work?

A: Schools should talk to parents about their anti-bullying policy and make it available to them and prospective parents as part of their behaviour policy. Schools should ensure that parents know what measures are being taken to prevent bullying, as well as how incidents are responded to, and may also encourage positive messages about good behaviour and respect for others at home.

Q: Should I record incidents of bullying?

A: Staff should develop a consistent approach to monitoring bullying incidents in their school and evaluating whether their approach is effective. For some schools, that will mean recording incidents so that they can monitor incident numbers and identify where bullying is recurring between the same pupils. Others do not want to keep written records. We want schools to exercise their own judgment as to what will work best for their pupils.

Useful links for pupils, students, staff and parents:

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

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. The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

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. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

Digizen: provides online safety information for educators, parents, carers and young people.

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 Child Internet Safety (UKCCIS) 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 LGBT students and tackle LGBT prejudice-based bullying

EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

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.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

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. 18 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 peoples 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.

Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues. 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.

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