



Anti-Bullying Policy

for the whole School including EYFS

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A. The Beechwood Park Mission

Staff, pupils, parents and governors at *Beechwood Park* understand the core mission of the School, which is to *Nurture, Engage* and *Inspire* all of its pupils. As demonstrated by the images of the *Beechwood Tree* posted in key locations around the School, our primary purpose is to **nurture** the young people in our care.

Nurture

Nurture at *Beechwood* advocates happiness, wellbeing, fun, enjoyment community, safety, security, thriving and friendship. These provide rich soil into which pupils can bury deep roots of engagement. *Beechwood's* child-centred educational philosophy encourages pupils to recognise the part they play in the School's success; this is their School, to which they belong and in which they play important roles, each according to their unique abilities and strengths. In accordance with *Mazlow's Hierarchy of Needs*, we believe that if our pupils feel nurtured they will **engage** influentially in their learning in and out of *School*.

Engage

Engagement defines how *Beechwood* pupils incrementally develop confidence and independence across a wide range of academic, co-curricular pastoral and spiritual educational experiences. Engagement encourages pupils to establish increasingly independent dialogues with their teachers, recognising them as resources and working in partnership with them. Whilst pupils learn to develop independent learning styles, they also develop collaborative learning, working with others, promoting participation, curiosity, attentiveness, perseverance, determination and scholarship. Through effective engagement the School **inspires** in pupils the skills which will prepare them for a future life of learning.

Inspire

Inspiration is a two-way process; we inspire in pupils with the skills which will powerfully contribute to their success in future years. The School celebrates pupil engagement and attainment in many ways, enabling pupils to recognise their successes and to build upon them. The *Beechwood Tree* identifies these core skills.

Values

Beechwood pupils decide on the School's sixteen fortnightly core *Values* which underpin the *School Mission*. The *Deputy Head (Pastoral)* decides on the annual order of the *School Values*, assigning one *Value* to each fortnight throughout the School year. He publishes each *School Value of the Fortnight* as the first slide on the projected assembly notices at every Monday, Thursday and Friday assembly, enabling the *Head* or the *Chaplain* to develop pastoral messages around each one. *Form Teachers* and other staff refer closely to these core *Values* throughout the fortnight in *Form Teacher Periods*, in *PSHE* lessons, in all areas of *School* life.

Anti-bullying therefore lies right at the heart of our educational agenda. We believe that bullying, including cyber-bullying, is pernicious and is in conflict with the *School's Mission*.



Ed Balfour
Head



Jaime Packer
Deputy Head (Pastoral)

B: Introduction

Beechwood Park School (hereafter the *School*), in line with its *Mission*, understands its responsibilities under the *Equality Act 2010* to eliminate unlawful bullying (including cyber-bullying), discrimination, harassment, victimisation, discrimination and other conduct prohibited by the act, whether in or out of

School. The *School* will not tolerate or condone any of these and will, where necessary, take disciplinary action.

C: Legal Status

Although bullying in itself is not a specific criminal act in the UK, some types of harassing or threatening behaviour or communications could be a criminal offence; for example, under the *Protection from Harassment Act 1997*, the *Malicious Communications Act 1988*, the *Communications Act 2003* and the *Public Order Act 1986*. When staff feel that a criminal offence may have been committed, they will seek assistance from the Police.

All bullying is unacceptable at *Beechwood* and is manifestly contrary to our *Mission* and *Values*. Where proven, it is a serious disciplinary issue. Our aim is that every member of the *Beechwood Park* community does everything possible to ensure that bullying doesn't happen at our School and that when it does that it is managed quickly and effectively.

D: Scope

Please read this policy in the context of:

- *BPS EYFS Policy*
- *BPS PSHEE Policy Statement*
- *BPS Academic Handbook*
- *BPS Curriculum Policy*
- *BPS Learning Support Policy*
- *BPS Spiritual, Moral, Social & Cultural Policy*
- *BPS Staff Whistleblowing Policy*
- *BPS Complaints Policy*
- *BPS Equal Opportunities (Pupils) Policy*
- *BPS Staff Behaviour Policy*
- *BPS Health & Safety Policy Statement*
- *BPS Health & Safety Manual*
- *BPS Social Media Policy*
- *BPS Acceptable Usage Policy*
- *BPS Online-Safety Policy*
- *BPS Child Protection Policy*
- *BPS Statement of Boarding Principle & Practice (NMS1)*
- *BPS Pastoral Policy*
- *BPS Curriculum Policy*
- *BPS Pupil Attendance Policy*
- *BPS Pupil Conduct Policy*
- *BPS Pupil Positions of Responsibility Policy*
- *BPS Sex & Relationship Education Policy*
- *BPS Pupil Supervision Policy*
- *BPS Pupil Self-Harm Policy*
- *BPS Emotional Wellbeing Policy (Draft)*

This policy defines for pupils, staff, parents, governors and the outside community the actions which the School understands as 'bullying'. It demonstrates that the School takes bullying seriously and will not tolerate it. It also

- Establishes measures to prevent all forms of bullying throughout the School, its boarding house, and on off-site activities;
- Supports those who identify and protect victims of bullying or those who disclose bullying incidents;
- Demonstrates that the School can enhance the safety, happiness and educational success of all pupils by dealing positively with bullying;
- Encourages pupils to tell someone that they, or someone they know, is being bullied.

E: Communication

The School places the highest priority on the effective communication, implementation and maintenance of this policy throughout the School community, through the publication of this document for parents, pupils (including boarders and those in the Early Years Foundation Scheme), staff and governors.

The *Deputy Head (Pastoral)* publishes this policy:

- On www.beechwoodpark.com;
- On the School's *Sharepoint*;
- In the *BPS Parent Information Booklet*, which the School provides to all prospective parents on admission to the School;

- In boarding policies and in the *BPS Parents' Guide to Boarding*.

F: What is Bullying?

Bullying is an insidious form of behaviour that has no place at *Beechwood*. The School is committed to combating bullying and this policy recognises the need to respect and support each individual in this area.

'Bullying is repeated behaviour which is intended to make someone or a group of people feel upset, uncomfortable, unsafe or is meant to be hurtful.'

G: Types of Bullying

Verbal bullying is the repeated, negative use of speech, sign language, or verbal gestures to intentionally hurt others, e.g. using hurtful words, discriminatory or offensive language, or swear words;

Physical bullying is the repeated, negative use of body contact to intentionally hurt others, e.g. kicking, punching, slapping, inappropriate touching, or spitting;

Indirect (or manipulative) bullying is the repeated, negative use of actions, which are neither physical nor verbal, to intentionally hurt others e.g. spreading rumours, purposefully excluding another person in activities and/or conversations, damaging or stealing someone's property, or cyberbullying;

Cyberbullying is the repeated, negative use of technology to intentionally hurt others e.g. posting unwanted pictures or messages, accessing another person's account without permission, creating fake accounts to impersonate or harass someone, and sharing other people's private information online.

Further descriptors of these types of bullying are available in **APPENDIX A**.

H: The Beechwood Anti-Bullying Strategy

At the beginning of every School year the *Head or Deputy Head (Pastoral)* informs all pupils throughout the School that:

- *Beechwood* is committed to providing a nurturing, friendly, and safe environment for all its pupils, so they can learn in a relaxed and secure atmosphere;
- *Beechwood* has an *Anti-Bullying Policy*, which contains definitions of bullying and a *School Anti-Bullying Strategy*;
- *Beechwood* staff are aware that young children can be clumsy with their developing emotions and their relationships with others and that not all negative interactions between pupils are bullying;
- In order to avoid accusations of bullying, pupils should act at all times in accordance with the School's *Values*;
- Bullying of any kind is unacceptable at *Beechwood*;
- *Beechwood* is a **TELLING SCHOOL** Even though strong bonds of loyalty exist between friends, bullying is too damaging to be kept hidden. Pupils should **TELL** their *Form Teachers* or other members of staff without delay;

- *Beechwood* is a **LISTENING SCHOOL** and through its academic, co-curricular and pastoral structures provides the opportunity for children to seek help when they are feeling uncomfortable about anything. All staff **LISTEN** to pupils who feel uncomfortable about relationships;
- If they cannot speak to their *Form Teacher*, they should speak to another trusted adult in School, perhaps another *Form Teacher*, *Head of Year* or *Head of Junior / Middle or Senior Department*;
- Pupils can also talk to the *Anti-Bullying Ambassadors*, who are pupils who completed training with [The Diana Award](#) and wear a distinctive badge;
- They also inform their parents as to how they are feeling and ensure that their parents inform their *Form Teacher* as soon as possible;
- Pupils who witness bullying have a duty to **TELL** a member of staff. This is not ‘snitching’ or ‘grassing’, it is ‘supporting others’ in line with our *School Values*;
- All staff are trained to take note of concerns, investigate any previous instances of bullying related to these individuals, put in place interventions or sanctions which prevent problems recurring, inform parents (of both perpetrators and victims) in writing of instances of bullying and record incidents and interventions.

At the beginning of the School Year

The Deputy Head (Pastoral) reminds the following staff of their specific anti-bullying responsibilities:

- The *Director of Digital Learning* briefs all pupils about Anti-Bullying and Cyberbullying in accordance with the *BPS Online-safety Policy*;
- The *Head* and /or *Deputy Head (Pastoral)* presents an online-safety assembly to all year groups;
- The *Deputy Head (Pastoral)* reminds all staff and particularly *Form Teachers* to be vigilant about all forms of bullying and cyber-bullying, asking open questions so as to establish open discourse about each pupil’s online life;
- The *Deputy Head (Pastoral)* uses *National Anti-Bullying Week* to reinforce the School’s *Anti-Bullying Strategy* and advice;
- The *Head of PSHEE* and *Form Teacher* focus on anti-bullying in the first two weeks of the academic year as part of the introduction to the School year;
- The *Head of PSHEE* and *Form Teacher* focus in the first two weeks of the academic year on the *10 Key Principles of the Anti-Bullying Charter for Schools* as part of *Beechwood Park*’s membership of the Anti-Bullying Alliance: <https://www.anti-bullyingalliance.org.uk/>;
- *Houseparents* inform all boarders about the measures in place to prevent and deal with any instances of bullying or cyberbullying;
- *Academic Heads of Department (AHoDs)* and *Co-Curricular Heads of Departments (CCHoDs)* identify areas within their subject curriculum that offer opportunities for discussions about anti-bullying, for example discussions about race in Geography, sexual orientation in Biology and culture in TPR (Theology, Philosophy and Religion). They foster positive relations between pupils;
- *Teachers* exploit every opportunity to promote the School’s *Anti-Bullying Strategy*. They discuss bullying when it is pertinent and consider carefully the most appropriate strategy for developing discussion;

- Teachers manage classroom etiquette so as to promote co-operative activity and discussion among pupils.
- All teachers are responsible for ensuring that pupils learn to listen to one another, to respect opinions they do not themselves hold, and for fostering an appropriate degree of assertiveness that permits pupils to express their own emotions and their own opinions.

I: Procedures

A Culture of Awareness

Pupils who are victims of bullying may show changes in behaviour or signs or symptoms of bullying (see **APPENDIX B**).

All staff are aware of behaviour changes that bullying can bring about and report any disclosures, allegations, concerns or suspicions about bullying, however small **without delay** to the *Form Teacher*, copying in the *Head of Junior, Middle or Senior Departments*;

All pupils are aware of behaviour changes that bullying can bring about and report any disclosures, allegations, concerns or suspicions about bullying however small to a member of staff and their parents, who should contact their child's *Form Teacher*, copying in the *Head of Junior, Middle or Senior Departments*;

Parents who become aware of behaviour changes that bullying can bring about, report any report any disclosures, allegations, concerns or suspicions about bullying, however small **without delay** to the *Form Teacher*, copying in the *Head of Junior, Middle or Senior Departments* and the *Deputy Head (Pastoral)*.

Listening to and recording disclosures and allegations about concerns or suspicions of bullying

All staff LISTEN carefully to disclosures, allegations, concerns or suspicions about bullying, however small. They will:

- Always take seriously what is said;
- Not promise to keep secret what is said;
- Reassure the pupil that disclosure is aligned to *Beechwood* as a **Telling School**;
- Listen, making notes as necessary.

Staff identify:

- What happened;
- Who was involved, including bystanders;
- Where it took place;
- Whether there are any past incidents of the same behaviour;
- Whether there were any other relevant circumstances;
- What action the pupil(s) would like the member of staff to take.

The member of staff

- Explains what will happen next and;
- Ensures that the pupil(s) feels safe and is not in danger of significant harm;
- Reports all disclosures, allegations, concerns or suspicions about bullying, however small, on *iSAMS Wellbeing Manager* copying in the
 - a) *Form Teacher*;
 - b) *Head of Junior / Middle / Senior Department*;
 - c) *Deputy Head (Pastoral)*.

Managing Allegations, Concerns or Suspicions

The *Deputy Head (Pastoral)* discusses the report with the member of staff, taking further notes as required. He will then either lead an investigation himself or delegate this investigation to another member of staff, usually the *Form Teacher*.

The *Deputy Head (Pastoral)* or *Form Teacher* will:

1. Evaluate the alleged victim's emotional state, reassuring him/her that it is always right to disclose bullying and giving priority to stabilising the pupil's emotions and protecting him/her from further upset;
2. Ask the pupil to write a statement stating:
 - What happened;
 - Who was involved;
 - Where it took place;
 - Whether there are any past incidents of the same behaviour;
 - Whether there are any other relevant circumstances;
 - What action the pupil(s) would like the member of staff to take.

They sign and date their statement.

3. Meet with witnesses **individually, not as a group**, asking them to write an honest statement as to what happened, including:
 - What happened;
 - Who was involved;
 - Where it took place;
 - Whether there are any past incidents of the same behaviour;
 - Whether there are any other relevant circumstances;
 - What action the pupil(s) would like the member of staff to take.

They sign and date their statement.

The *Deputy Head (Pastoral)* or *Form Teacher* will:

1. Read all of the statements in the light of their own knowledge of the pupils concerned and conduct further enquiries with pupils as necessary;
2. Consider whether this constitutes a bullying incident in accordance with the definition of bullying;
3. If it is considered bullying, identify the kind(s) of bullying (*physical, verbal, indirect/manipulative, racist, sexist or homophobic, exploiting disability or special needs and / or cyberbullying*);
4. Decide on an intervention or sanctions for the perpetrator(s), victim(s) and bystander(s) which in severe cases or in cases of repeated bullying could attract sanctions including in the most severe case, permanent exclusion of the bully from the School;
5. Write a letter to the parents of both victims, perpetrators and bystanders, explaining:
 - a) The original disclosure, allegation, concern or suspicion about bullying;
 - b) That the School always takes these matters seriously and *Beechwood* is a **Telling School**;
 - c) What happened;
 - d) How many other pupils were involved (without naming them) ;
 - e) Where it took place;
 - f) Whether there were any past incidents of the same behaviour;
 - g) Whether there are any other relevant circumstances;
 - h) How the incident has been investigated;
 - i) Conclusions and any interventions or sanctions.

6. Enlist the support of parents in alerting the School to any further allegations / concerns / suspicions of bullying and seeking advice as to how to develop support for the victim, calling upon some (or all of the following): Matrons, Form Teacher, teachers for further support. (Ongoing discussion to support and monitor the victim will be essential);
7. Ask for written confirmation of the letter;
8. Record parental responses on *iSAMS Wellbeing Manager*, copying in the *Head, Head of Junior / Middle / Senior Department / Deputy Head (Pastoral)* and *Form Teacher*;
9. Review the pupil's pastoral progress within one month of the incident.

Where there is no evidence of Bullying

Where there is no evidence of bullying or where the incident does not meet the threshold for a definition of bullying, The *Deputy Head (Pastoral)* or *Form Teacher* will record all of his findings on *iSAMS Wellbeing Manager*, copying in the *Head of Junior / Middle / Senior Department* and reminding relevant staff to be alert to any persisting or developing concerns;

The *Head of Junior / Middle / Senior Department* will raise this matter at their weekly departmental meeting, reminding relevant staff to be alert to any persisting or developing concerns;

Deputy Head (Pastoral) or *Form Teacher* will write to the parents of the alleged perpetrator(s) and the alleged victim(s), explaining:

- What happened;
- How many other pupils were involved;
- Where it took place;
- Whether there were any past incidents of the same behaviour;
- Whether there are any other relevant circumstances;
- How the incident has been investigated;
- Any findings and interventions and reminding parents to alert him to any further allegations / concerns / suspicions of bullying.

Witnessing an incident that prima facie involves bullying

A teacher who witnesses an incident that prima facie involves bullying should deal with the incident immediately and directly.

A teacher should:

- NEVER IGNORE any behaviour that is prima facie (i.e. on the face of it) bullying;
- Challenge behaviour that is prima facie bullying;
- If satisfied that the behaviour is not intended to cause physical or mental injury, explain how the behaviour might cause such injury, and ensure that the pupil is clear that such behaviour is not to be repeated;
- If inclined to believe that the behaviour is intended to cause physical or mental injury, challenge it and apply an appropriate sanction;
- Report the incident to the *Form Teacher* of those involved noting any sanctions or debits given. If satisfied that the incident involved bullying, report it to the *Form Teacher* and record it on *iSAMS*.

J: Contacting other Agencies

Pupils may wish to seek advice from someone independent of the School.

The *Deputy Head (Pastoral)* publishes contact details, as follows, in the Main Entrance of the School, the Boarding House and Form Rooms, and reminds pupils of the leaflet at least at the start of every term.

If you are being bullied in or out of school, it is important to get as much support and help as you can. Please don't try and deal with this on your own - tell a parent, your Form Teacher, any teacher or supervisor, an Anti-Bullying Ambassador. You can also get support and advice from an independent agency, such as those listed here.		
Childline	24/7, 365 days per year	0800 1111 You can also email and log in for a 1-2-1 chat: details on the <i>Get Support</i> tab of www.childline.org.uk
National Bullying Helpline	Mon - Fri, 0900 - 1700 Sat, 1000 - 1600	0845 22 55 787
Bullying UK	Mon - Fri 0900 - 2100 Weekend 1000 - 1500	0808 800 2222
Samaritans	24/7, 365 days per year	116 123
The Diana Award Crisis Messenger	24/7, 365 days per year	text DA to 85258

K: Responsibilities

The Governors

The Governors recognise their legal duty to oversee the safeguarding of all *Beechwood* pupils, to promote the welfare of all pupils, and to ensure that procedures exist to prevent bullying arising among pupils. They review the *BPS Pupil Anti-Bullying Policy* annually through the *Pastoral Care and Welfare Committee* and audit and report on bullying statistics termly.

The Head

The Head recognises the School's legal duty to safeguard and promote the welfare of pupils, and to ensure that procedures exist to prevent bullying arising among pupils. He attends all *Pastoral Care and Welfare Committee* meetings.

He issues a parental survey every two years with questions specifically aimed at bullying and uses the feedback data further to refine the School's *Anti-Bullying Strategy*.

He delegates the management of the School's *Anti-Bullying Strategy* within carefully delineated responsibilities to the *Deputy Head (Pastoral)*, meeting with him weekly to discuss all pastoral matters with a particular emphasis on the management of anti-bullying at the School.

The Deputy Head (Pastoral)

The *Deputy Head (Pastoral)* meets with the Head termly to discuss all School pastoral matters. He termly audits all pastoral data on *iSAMS Wellbeing Manager*, paying particular attention to reports of bullying. He discusses these with relevant pastoral staff and writes a termly report advising the *Pastoral Care and Welfare Committee* on patterns and trends of bullying, identifying further developments to the *School's Anti-Bullying Strategy*.

He is mindful of the duty placed upon him to:

- Protect children from maltreatment;
- Prevent impairment of children's health or development;
- Ensure that children are growing up in circumstances consistent with the provision of safe and effective care;
- Enable children to have optimum, life chances and to enter adulthood successfully;
- Ensure that the *BPS Anti-Bullying Policy* represents good standards of practice.

To this effect he:

- Discusses development of the *BPS Anti-Bullying Policy* with the *Senior Leadership Team*;
- Reviews that the *BPS Anti-Bullying Policy* with the boarding team;
- Ensures that all staff, parents, pupils and governors are fully aware of this policy;
- Manages all anti-bullying processes and procedures;
- Supports staff in discussing bullying and anti-bullying with both bullies and victims;
- Helps staff to formulate solutions to incidents of bullying;
- Raises staff awareness of the *BPS Anti-Bullying Policy* by arranging staff training;
- Acts to reduce the risk of bullying at times and places where it is most likely;
- Increases awareness of the *BPS Anti-Bullying Policy* through PSHEE, assemblies and registration;
- Encourages pupils to tell someone if they are being bullied or have witnessed bullying;
- Ensures that all staff record all incidents of bullying on iSAMS and that *Form Teacher* review the entries;
- Reviews the data on iSAMS to identify patterns of bullying behaviour to locations in School, times of the School day and other pupils involved, perhaps as bystanders;
- Reports termly to the Governors on the incidence of and response to bullying in the School through the *Pastoral Care and Welfare Committee*;
- Dovetails the *BPS Anti-Bullying Policy* with the *BPS Pupil Conduct Policy*;
- Makes explicit the sanction for bullying at *Beechwood*.

Houseparents

The Houseparents:

- Discuss the *BPS Pupil Anti-Bullying Policy* with members of the boarding team (including housekeepers) and boarders;
- Ensure that all boarding staff follow the *BPS Pupil Anti-Bullying Policy*;
- Record incidents of bullying in boarding in accordance with the *BPS Pupil Anti-Bullying Policy*;
- Support and counsel those who bully, are bullied and those who fail to intervene when witnessing bullying;
- Involve the *Matrons* and *Form Teacher* in the care and supervision of both bullies and victims;
- Alert *Form Teacher* to bullying problems in the boarding house;
- Put into practice methods that ensure the thoughtful allocation of dormitories and the effective supervision of all areas of the houses in which pupils live;
- Report any incidents of bullying to the *Deputy Head (Pastoral)* and record it in *iSAMS*;
- Put into practice methods for encouraging pupils to tell someone if they are being bullied;
- Give priority to the care of pupils, which must always be placed above the efficient discharge of administrative tasks.

Heads of Department

All Heads of Department:

- Ensure that all members of their department understand their responsibilities to support and uphold the *BPS Pupil Anti-Bullying Policy*;
- To establish a classroom environment which is fair and equitable and which allows all pupils to have an equal voice.

All Staff (Teaching and Non-Teaching)

All staff:

- Know the definition of bullying;

- Know, understand and agree to abide by the *BPS Anti-Bullying Policy*;
- Deal with incidents according to its procedures;
- Participate in the care and supervision of pupil behaviour, especially between lessons, at break and lunchtimes, at the beginning and ends of the days and in the Dining Rooms;
- Supervise pupil behaviour in their classrooms, being alert to pupil behaviour as they move around the School;
- Begin and end classes punctually and not leave pupils unsupervised;
- Supervise pupils in their co-curricular activities;
- Begin and end their co-curricular activities punctually;
- Supervise pupils on buses/minibuses when travelling to and from home and on matches/trips;
- Implement this policy on off-site activities when they are in a supervisory role;
- Never let any incident of bullying pass unreported (whether on site, or during an off-site activity).

Pupils

All pupils:

- Know the definition of bullying;
- Inform a trusted person (e.g. teacher, Form Teacher, Matron, House Parent) if they are being bullied or if they are aware of bullying;
- Reject the idea that disclosing bullying is “snitching” or “grassing”.

Parents (and Guardians)

All parents/guardians:

- Know the definition of bullying;
- Are aware of the *BPS Anti-Bullying Policy*;
- Are mindful of the signs and symptoms of bullying;
- Contact their son/daughter’s *Form Teacher* or the Houseparents without delay if they suspect that he/she is being bullied.

APPENDIX A: Types of Bullying

Physical Bullying

This may involve:

- Hitting or kicking someone;
- Jostling, bumping, or pushing someone;
- Spitting at someone;
- Invading someone's body space;
- Physically humiliating someone;
- Taking or damaging or hiding someone's property;
- Invading someone's living space or intruding on their space.

If physical bullying involves assault, actual bodily harm or wounding it is a criminal offence.

Verbal Bullying

This may involve:

- Spoken comments;
- Written notes;
- Emails or text messages;
- Improper use of social networking websites;
- Phone calls;
- The defacing of notices;
- Name-calling, spreading rumours, publicly blaming someone for something they haven't done;
- Circulating unflattering drawings or photographic images of someone.

Indirect or Manipulative Bullying

This may involve:

- Ostracising a fellow-pupil by refusing to sit alongside him/her in class, in the Dining Room, etc. or by moving away when he/she comes and sits down; by excluding them in activities and conversations;
- Spreading rumours;
- The manipulation of social networks to ostracise, marginalize or intimidate individuals;
- Encouraging others to become the agents of physical or verbal bullying against one's intended victim.

Cyberbullying

Cyberbullying is bullying online through email, websites and social networking sites.

Racist, Sexist or Homophobic Bullying

Racism, sexism, homophobia and the exploitation of disability are palpably in conflict with the *BPS Equal Opportunities Policies* and contrary to the School's *Values*. Bullying that focuses on an individual's body shape, appearance and hair colour or alleged sexual attractiveness (or lack of it) similarly are contrary to *BPS Equal Opportunities Policies* and School's *Values*. Bullying of this sort may include:

- Spoken comments about someone (their friends or a member of their family), or about some group of pupils;
- Written notes about someone (their friends or a member of their family), or about some group of pupils;
- Emails, web postings or text messages about someone (their friends or a member of their family), or about some group of pupils;
- Phone calls about someone (their friends or a member of their family), or about some group of pupils;
- The defacing of notices with snide remarks about someone (their friends or a member of their family), or about some group of pupils.

APPENDIX B: Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that he/she is being bullied or being abused. Parents and staff should be aware of these possible signs and they should investigate if a child:

- Is unwilling to return to School from home;
- Becomes withdrawn or anxious as a period at home draws to a close;
- Expresses anxiety about his/her appearance (hair colour, body shape, clothing) ;
- Changes established habits (e.g. giving up music lessons or support of a local football team, changing their accent or vocabulary) ;
- Has possessions which go “missing” or returns home with clothes or books damaged;
- Has few friends;
- Is little liked or neglected in social contacts in the class;
- Begins to do poorly in School work;
- Becomes aggressive, disruptive or unreasonable;
- Becomes excessively eager to please;
- Is bullying siblings or other children;
- Exhibits diminishing levels of self-confidence;
- Chooses the company of adults in preference to that of peers;
- Demonstrates emotional problems;
- Has problems with siblings at home;
- Displays repressed body language and poor eye-contact;
- Begins stammering;
- Shows reduced interest in personal hygiene or grooming;
- Complains of headaches or stomach cramps;
- Has unexplained cuts or bruises;
- Has difficulty sleeping or experiences nightmares.