



Durham High School

## Anti-Bullying Policy

This policy applies to the Whole School and is published to parents and pupils

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Updated: September 2023  
Reviewed: September 2024

***This policy should be read in conjunction with:*** Safeguarding and Child Protection Policy; ICT Code of Conduct; Pastoral Care Policy; Behaviour Policy; Senior House Pupil Code of Conduct, PSHCCE and RSHE Policy.

This policy has been prepared with regard to DFE Guidance '*Preventing and Tackling Bullying, 2017*' and forms an integral part of the School's wider Behaviour Policy. It is our aim that our policy and procedures should contribute to all pupils' well-being by helping them to achieve their potential academically, emotionally, physically, socially and spiritually. We acknowledge that it is the right of every child to be helped to be healthy and safe, to enjoy and to achieve.

The School understands that bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have consequences for their mental health. By effectively preventing and tackling bullying, Schools aims to create a safe, disciplined environment where our pupils are able to learn and fulfil their potential.

### **Bullying – Definitions**

There is no legal definition of bullying, however the Department for Education, defines bullying as: "Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally." It is important to note that a single incident could also be defined as bullying; it does not *necessarily* have to be repeated over time.

The School understands bullying to be behaviour which:

- is deliberately intended to hurt, intimidate or humiliate
- often involves a power imbalance
- is usually repeated over time
- often involves no remorse on the part of the perpetrator.

Bullying takes many forms and can include:

- Physical:** Hitting, kicking, pushing, taking or hiding belongings, deliberately damaging someone's work or possessions.
- Verbal:** Name-calling; repeated teasing; threatening, taunting or offensive comments.
- Emotional:** Deliberately and maliciously excluding from a group, spreading malicious rumours intended to hurt or humiliate.
- Cyberbullying\*:** Sending offensive, hurtful or degrading images/messages/comments by phone or via the internet/social media; excluding people from groups.

\*Online safety and cyber-bullying is taken seriously by the School. The School actively manages hardware, software and connectivity in School and teachers are vigilant in the safeguarding and protection of pupils. Any incidents of cyber-bullying are reported instantly to the Head of Prep/Pre-Prep/ Head of Year/Vice Principal.

Parents are also reminded of the part they play in safeguarding their child online and are asked to be vigilant when pupils are using technology at home; this is done through Parents' Information Evenings at the start of the academic year and Online Safety snippets in the Weekly Newsletter.

See the '*Safeguarding and Child Protection Policy*' and the '*Online Safety Policy*' for further information.

Bullying behaviour can occur between pupils, between pupils and staff, or between staff and can be perpetrated by individuals or groups. It is often motivated by prejudice against particular

groups, for example, on grounds of race, religion, culture, sex, sexuality, gender, special educational needs and disabilities, or because a child is adopted, under Social Care or is a young carer. It may be focused on someone's appearance, health, ability, sexuality or their home situation.

Bullying often involves an imbalance of power between the perpetrator and the victim. This could involve the bully 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.

All forms of bullying are taken seriously, however, any bullying on the basis of protected characteristics, including disability, race, religion or belief, gender identity, sexual orientation is taken particularly seriously.

A pupil who is complicit in the bullying behaviour of others, without directly participating in bullying behaviour, is also at fault and appropriate sanctions will be applied. A pupil who witnesses bullying behaviour and does not report will have their inaction questioned. Furthermore, bullying behaviour can often be very subtle and difficult for adults to identify.

### **Child-On- Child Abuse**

At DHS all staff are aware that children can abuse other children (often referred to as child-on-child abuse) and know that it can happen both inside and outside of School and online. The staff understand the importance of knowing how to recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports.

All staff know that any concerns regarding child-on-child abuse should be shared with the DSL (or deputy), verbally in the first instance and then recorded on CPOMs.

At DHS we recognise that there are different types of child-on-child abuse which may include, but are not limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between peers; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse); sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence); sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery); up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

We aim to minimise the risk of child-on-child abuse by:

- Challenging inappropriate behaviours by making it clear to all pupils that sexual violence and sexual harassment is not accepted, will never be tolerated and is not an inevitable part of growing up.
- Not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh'.
- Raising staff awareness about child-on-child abuse through regular Safeguarding training.

- Providing a preventative and age-appropriate PSHCCE curriculum which addresses issues associated with child-on-child abuse such as:
  - Healthy and respectful relationships
  - What respectful behaviour looks like
  - Consent
  - Gender roles, stereotyping and equality
  - Body confidence and self-esteem
  - Prejudiced behaviour
  - Sexual violence and sexual harassment
- Seeking specialist support where necessary and particularly when approaching sexual violence and sexual harassment as part of preventing child-on-child abuse. Specialist organisations could include:
  - NSPCC
  - UK Safer Internet Centre
  - Brook
  - The Anti-Bullying Alliance

In cases where there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm due to a pupil or a group of pupils abusing them, for example, if a child is being bullied or pressurised to post something compromising on the internet, the DSL will work with pastoral staff in School to ensure the absolute safety of the child. If appropriate, such abuse will be referred to local outside agencies and the parents of the child and other children involved will be informed. It is an expectation that in the event of such a disclosure, all children involved, whether perpetrator or victim, would be treated as being 'at risk'.

When there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm due to a bullying incident, the incident will be treated as a child protection concern and the Safeguarding and Child Protection Policy will be followed.

Through our comprehensive pastoral and PSHCCE programme we foster a culture where pupils are encouraged to come forward with concerns they have. All allegations of child-on-child abuse, including consensual and non-consensual sharing of nude and semi-nude images and or videos, will be dealt with by the DSL who takes lead responsibility for liaising with external agencies or police if deemed necessary.

As part of the annual safeguarding training, staff are trained to manage a report of sexual violence or harassment by peers and staff should follow guidelines regarding effective safeguarding practices, as set out in KCSIE September 2023.

Reports of child-on-child sexual violence or harassment can be managed

- internally
- as part of an early help approach
- by involving children's social services
- by reporting to the police

### **Safeguarding and supporting the alleged victim of Peer-on-peer abuse**

Victims of child-on-child abuse, including consensual and non-consensual sharing of nude and semi-nude images and or videos, are well supported within school; we take each case very seriously, listen and acknowledge the concerns of the victim and take necessary action swiftly; in any case, consideration is always given to the wishes of the victim in terms of how they want to proceed. School always investigates thoroughly and collates all relevant information; when there is a report of sexual violence the DSL (or Deputy) will record a risk assessment and keep it under review at all times. Unless there are specific reasons not to, School will inform parents of the

victim and perpetrator of child-on-child abuse at the earliest opportunity. If necessary, we will segregate the victim and perpetrator during the investigation. In case of consensual and non-consensual sharing of nude and semi-nude images and or videos, and where an external person may be involved, police may be informed.

### **Safeguarding and supporting the alleged perpetrator of Child-on-child abuse**

The school acknowledges it has a difficult balancing act to consider. On the one hand, the need to safeguard the victim (and the wider pupil/student body) and on the other hand provide the alleged perpetrator with an education, safeguarding support as appropriate and implement any disciplinary sanctions. To effectively do this, the school will:

- Consider the age and the developmental stage of the alleged perpetrator and nature of the allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.
- Consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. An alleged perpetrator may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviours in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials. Advice should be taken, as appropriate, from children's social care, specialist sexual violence services and the police.
- It is important that if the alleged perpetrator does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs and where appropriate, potential risks to other children and staff. The DSL will take responsibility to ensure this happens, as well as transferring the child protection file.

### **Bullying or Friendship Issues?**

It can be very difficult to discriminate between behaviours resulting from the problems with friendships which often occur in schools. Teasing and falling out with friends are very common and can cause children to feel hurt or upset, but this is not *necessarily* bullying behaviour.

In these situations, staff will exercise discretion in order to determine whether the incident is to be treated as a friendship issue or as a case of bullying. When there are problems between peers, staff will do their best to provide support, offer mediation and to repair relationships. Staff will also be alert to the fact that if these strategies are not employed, the situation *could* escalate to bullying behaviour.

### **Preventing Bullying**

#### **We aim:**

- i. To make it clear to pupils, staff, parents and guardians that bullying will not be tolerated; promoting an open and honest anti-bullying ethos.
- ii. In accordance with the School's Christian foundation, to instil in all members of the School community a sense of caring and kindness for one another; encouraging positive behaviour and respect for others.
- iii. To promote a positive environment where every member of the School community feels safe and supported; ensuring that during breaks and lunch times the buildings and grounds are supervised by staff.
- iv. To encourage a climate of openness in which pupils, staff and parents act immediately if there is any suspicion of bullying occurring.

- v. To provide a clear framework for dealing with incidents of bullying, which ensure that pupils, staff and parents know how to report bullying and how to get help.
- vi. To apply disciplinary sanctions fairly, proportionately, consistently and reasonably to deal with those pupils who are found to be bullying; taking into consideration the needs of vulnerable children. The aims of such sanctions are:
  - to impress on the perpetrator that what they have done is unacceptable;
  - to deter them from repeating that behaviour;
  - to signal to other pupils that the behaviour is unacceptable and deter them from doing it;
  - to hold the pupil who bullies to account for their behaviour and ensure that they face up to the harm they have caused and learn from it; and
  - To provide an opportunity for the pupil to put right the harm they have caused.
- vii. To educate pupils in resisting bullying in all its forms; being clear about the roles that pupils can take in preventing bullying, including as a bystander.
- viii. To promote pupils' emotional health via resilience and well-being.
- ix. To provide variety of opportunities to address bullying issues through a whole-school and whole curriculum approach to developing social and emotional skills in areas such as empathy and the management of feelings (*see PSHCCE programme*).
- x. To make use of opportunities throughout the School calendar to raise awareness of the negative consequences of bullying: eg assemblies and the PSHCCE programme.
- xi. To engage pupils in discussing the School's Anti-bullying Policy and promoting open and honest reporting through the role of Form Teachers and School Council.
- xii. To provide effective support for those being bullied and a framework within which those bullying others may recognise and reform their behaviour.

### **Intervention**

The aims of School's anti-bullying strategies and intervention systems are:

- i. To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- ii. To react to bullying incidents in a reasonable, proportionate and consistent way.
- iii. To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil as appropriate, e.g. the School Counsellor.
- iv. To apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience.
- v. To provide support for both the pupil who has experienced bullying and for the pupil exhibiting bullying behaviour.

### **Reporting Bullying**

In most cases, if not seen by an adult, staff rely upon pupils/parents to report any incident of concern. At all times, pupils and parents are listened to and the School will respond immediately by investigating. It is hoped that pupils will be confident to report incidents, particularly to pastoral staff. Pupils may inform any member of staff but are urged to speak to their Form Teacher or Head of Year in the first instance. It is important that incidents are reported as soon as possible so that School can act promptly and prevent the behaviour developing further.

If the Acting Principal or Designated Safeguarding Lead decide that a child is suffering or likely to suffer significant harm because of the bullying incident, then the case will be treated as a Child Protection concern and a referral made to outside agencies such as the Police or Children's Social Care.

### **Confidentiality May Not be Guaranteed**

When a case of bullying is reported to a member of staff it is not possible for that person to promise that the information will be kept confidential. Investigation is essential and the parents or

the victim will be kept informed, although we do not tell parents what (if any) sanctions have been imposed on other children.

In the event of cyber-bullying, staff will advise that any evidence is kept such as date, time and content of message. It is important in any investigation into cyber-bullying, to keep evidence to be able to show staff, parents and possibly the police in extreme cases.

### **Procedure for Dealing with Incidents Involving Bullying:**

#### **For Pupils:**

- i. All pupils are encouraged to be alert and to watch out for bullying behaviours.
- ii. The pupils are reminded regularly of the importance of reporting any bullying behaviours to a member of staff, regardless of whether they themselves are the target. This message is reinforced through Form Time, PSHCCE lessons, assemblies, the wider curriculum and School Council.
- iii. Pupils are strongly encouraged to speak with any member of staff with whom they feel at ease.
- iv. Various different strategies for reporting bullying are discussed in Form Time, Year Councils and School Council and the pupils are encouraged to make suggestions.

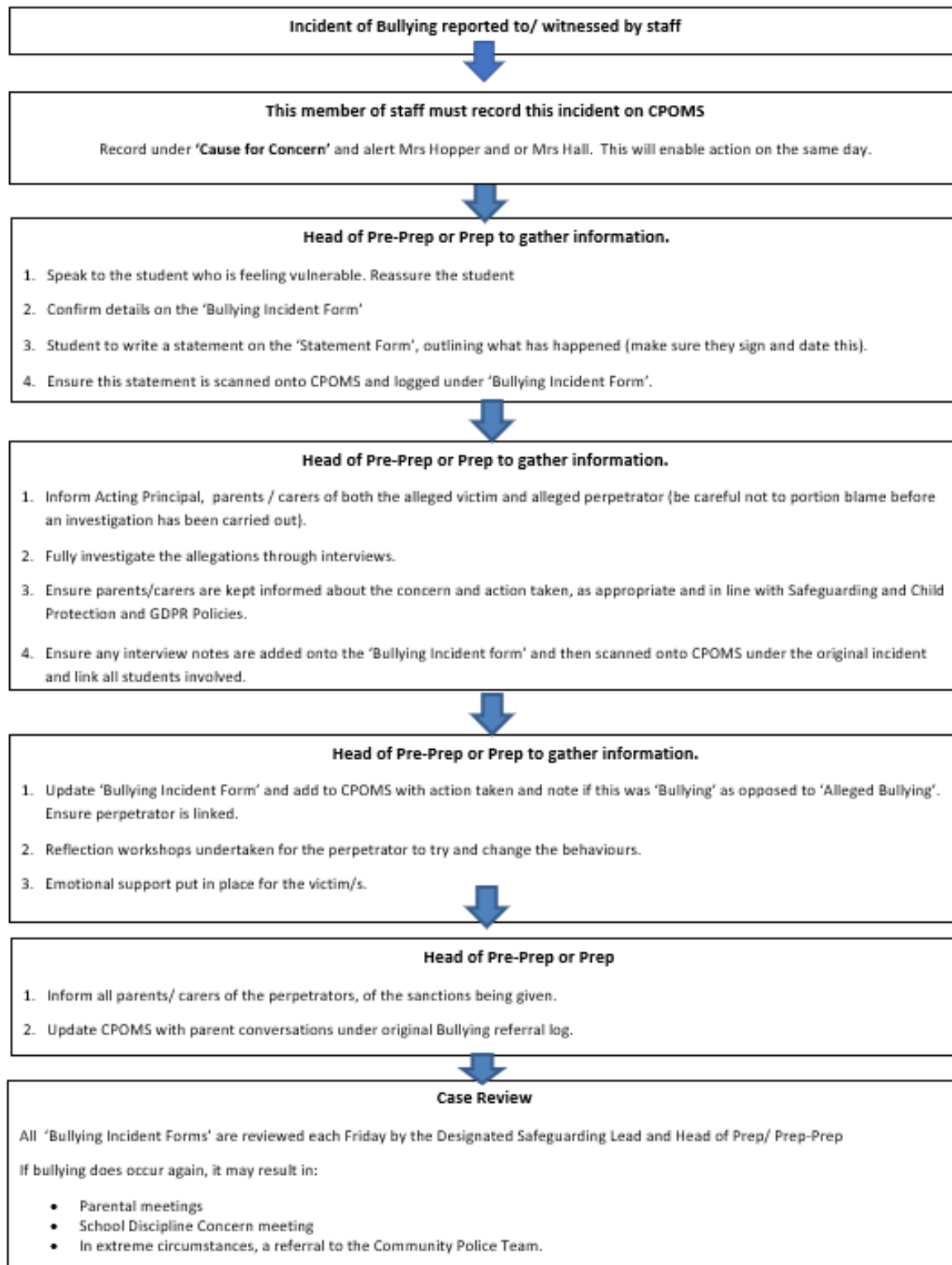
#### **For Staff:**

- i. All teachers should be alert to possible warning signs in pupils such as distress, work difficulties, illness and irregular attendance.
- ii. If a pupil or parent informs a teacher that a pupil is being bullied either inside or outside of school, or a member of staff hears that bullying has taken place, he/she should start the Bullying Protocol listen very carefully, taking careful notes. All reports of bullying must be taken seriously and must not be dismissed or treated as "banter".
- iii. The teacher should log the concern on CPOMS under Cause for Concern' and then speak to the relevant Head of Year/ Head of Pre-Prep/ Prep.
- iv. The Head of Year/ Head of Pre-Prep/ Prep will investigate the allegation, with the Assistant Principal, by interviewing both victim and the alleged perpetrator/s separately. They will complete a 'Bullying Incident Form'. Detailed notes should be taken throughout. A write up of the investigation will be logged on CPOMS.
- v. If both the Head of Year/ Head of Pre-Prep/ Prep and the Vice Principal agree that bullying has taken place, they should then inform the Acting Principal. After discussion, suitable sanctions will be decided in line with the School's Behaviour Policy. Strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying. Head of Year/ Head of Pre-Prep/ Prep should log the outcome on the Bullying Incident Form and then scan it onto CPOMS.
- vi. A record of the incident is kept on CPOMS and in the "Anti-Bullying Incident File" in order to be able to evaluate the effectiveness of the approach adopted and to enable patterns to be identified.
- vii. The Form Teacher and Head of Year should follow up any incidents with appropriate support and advice for the victim. The DSL will check with the Head of Year/ Head of Pre-Prep/ Prep regularly to ensure there have been no further instances.
- viii. If appropriate, the DSL may suggest the involvement of the School Counsellor and discuss this with the pupil(s) concerned and (if under 16) their parents.
- ix. If the Acting Principal/Designated Safeguarding Lead decide that a child is suffering, or likely to suffer, significant harm because of the bullying incident, then the case will be treated as a Child Protection concern and a referral made to outside agencies such as the Police or Children's Social Care.
- x. Staff receive training which focuses on understanding the principles of this Anti-bullying Policy, recognising and tackling bullying behaviours, and understanding the needs of our pupils, including those with special needs or disabilities, and lesbian, bisexual or transgender pupils.

The Procedure for dealing with a Bullying Allegation in Pre-Prep/ Prep Department is shown in Figure 1.

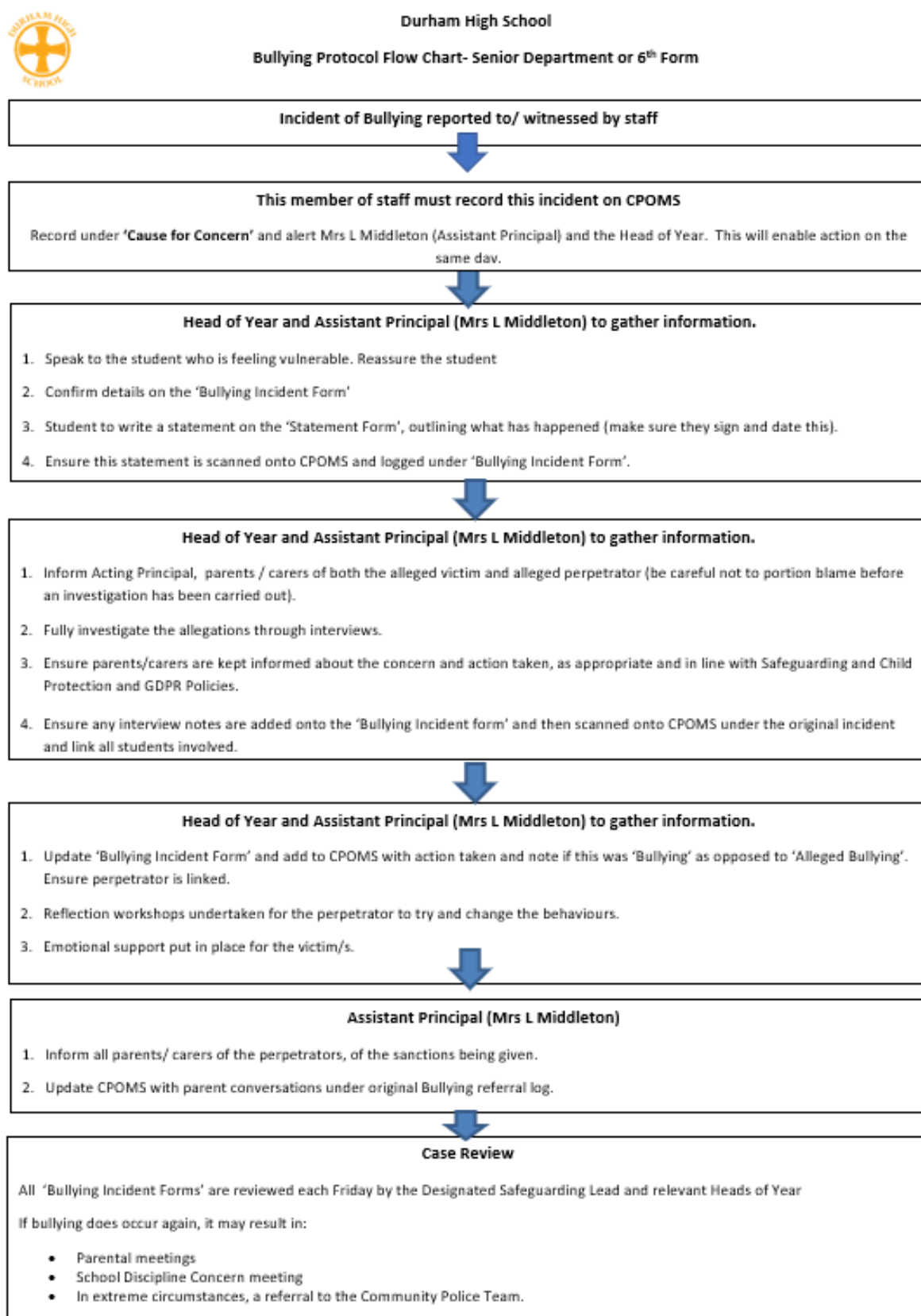


**Durham High School**  
**Bullying Protocol Flow Chart- Pre-Prep and Prep Department**





**The Procedure for dealing with a Bullying Allegation in Pre-Prep/ Prep Department is shown in Figure 2.**



All teachers should use any appropriate opportunity to reinforce the anti-bullying message either through the standards they set in their relationships with the pupils and the relationships they expect between pupils, whether inside or outside the classroom, or within lessons and extra-curricular activities. In particular, staff are encouraged to take any opportunity to discuss in a positive way, the differences that exist between people and the importance of avoiding prejudice.

### Appendix 1 – Bullying Incident Form



#### Durham High School Bullying Incident Form

<b>Date/time of incident:</b>	
<b>Alleged Victim:</b>	
<b>Alleged Perpetrator/s;</b>	
<b>Bystanders:</b>	
<b>Witness/s:</b>	
<b>Where incident took place (playground, classroom, etc):</b>	
<b>Type of bullying (physical, verbal, indirect, cyber, Peer on Peer):</b>	
<b>Nature of bullying (racist, religious, cultural, sexual, SEN/disability based, homophobic, bi-phobic, transphobic, related to home circumstances etc):</b>	
<b>Summary of incident/s (including dates):</b>	

<b>Summary of incident continued:</b>	
<b>Member/s of staff reported to/witnessed by:</b>	
<b>Impact of incident on Alleged victim:</b>	
<b>Impact of incident on Alleged Perpetrator:</b>	
<b>Action taken (including dates):</b>	
<b>Outcome (Bullying/ not bullying)</b>	
<b>Follow up action (including dates)</b>	
<b>Staff signature:</b>  <b>Print name:</b>	

