



REDDAM
— HOUSE —

BERKSHIRE

Counter Bullying Policy

Reddam House Berkshire is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, students and visitors to share this commitment.

All outcomes generated by this document must take account of and contribute to safeguarding and promoting the welfare of children and young people at Reddam House Berkshire.

This is a whole school policy.

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Introduction

At Reddam House Berkshire, our community is based upon respect, good manners and fair play. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our students can develop his/ her full potential. We expect our students to treat members of staff with courtesy and co-operation so that they can learn in a relaxed, but orderly, atmosphere. All students should care for and support each other.

Reddam House Berkshire prides itself on its respect and mutual tolerance. Parents/ guardians have an important role in supporting Reddam House Berkshire in maintaining high standards of behaviour. It is essential that school and homes have consistent expectations of behaviour and that they co-operate closely together.

This policy is available to parents of students and prospective students on our website and on request. It is also communicated to all staff and students.

The school recognises that children may abuse their peers physically, sexually and emotionally; this will not be tolerated or passed off as *banter*, *part of growing up* or *having a laugh*, bullying, harassment, victimisation and discrimination will not be tolerated. We treat all our students and their parents fairly and with consideration and we expect them to respect the staff, the school and each other, in return. All forms of bullying are unacceptable at our school and any instances will be recorded and, where appropriate, will result in disciplinary action. There is also recognition that 'bullying' may have different impacts for girls and boys and every effort will be made to find ways to help children to respect gender differences and behaviours.

Bullying which occurs on school trips or outside of the school's premises will not be tolerated any more than bullying on school premises. Teachers will, where appropriate, discipline students for misbehaviour outside school premises and outside school hours. (Please see Reddam House Behaviour, Rewards and Sanctions Policy)

This policy applies to all day and boarding students in the school, including those in the Early Learning School (EYFS).

This policy is based on DfE guidance "Preventing Bullying. Advice for headteachers, staff and governing bodies" and supporting documents "Supporting children and young people who are bullied: advice for services", "Cyberbullying: advice for headteachers and service staff", "Advice for parents and carers on cyberbullying". Reference is also made to 'Keeping Children Safe in Education (September 2024)

This policy sets the framework for the way Reddam House School will seek to prevent and tackle all forms of bullying. The whole school is fully committed to the development of a counter-bullying culture where bullying in all its possible manifestations will not be tolerated.

Definition of Bullying

Bullying can be defined as "behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally"

Put another way, bullying is the intentional hurting, harming or humiliating of another person by physical (including any threat of or use of violence of any kind), sexual, verbal (including via email, social media and SMS or other instant messages), and emotional (including by excluding, being sarcastic, name-calling, tormenting or spreading malicious rumours) means. It can involve manipulating a third party to tease or torment someone, or actions that fall short of direct participation, where someone encourages others to bully, or joins in with laughing at a victim. Bullying is often hidden and subtle or it can also be overt and intimidatory. Bullying can happen anywhere and at any time and can involve anyone - students, other young people, staff and parents. We will also investigate one-off incidents and add to the child on child abuse log, where applicable.

Bullying may involve actions or comments that are sexual or sexist, homophobic, racist, which focus on religion or cultural or family background, special educational needs, disabilities or physical attributes (such as gender differences, hair colour or body shape). It may also be unpleasant in other ways.

This is most likely to include, but may not be 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);
- upskirting, 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; and
- 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).

ALL staff and volunteers understand that children can abuse other children, remember that child on child (peer abuse), sexual violence and sexual harassment is not acceptable and will not be tolerated. It should never be passed off as 'banter', 'part of growing up' or 'having a laugh'- this must be reported immediately to the DSL and incidences of this will be dealt with under the Safeguarding and Child Protection Policy (September 2024).

Preventing, identifying and responding to all forms of bullying

The school will:

- Create and support an inclusive environment, which promotes a culture of mutual respect;
- Actively work to help pupils to understand the consequences of bullying through A2B/Life Skills and wider curriculum;
- Challenge practices, which do not uphold the values of tolerance, non-discrimination and respect towards others;
- Regularly update and evaluate the development of new technology and to provide clear advice on the acceptable use of technology within the school (Please see IT acceptable use policy);
- Provide staff training, linked to regular child protection and safeguarding training, to all staff in order to raise awareness of bullying in all its forms;
- Celebrate success and achievement to promote and build a positive, counter-bullying culture.

Bullying - Preventative Measures

We take the following preventative measures to ensure that bullying does not become a problem which is associated with Reddam House Berkshire:

Students

- All new students (including boarders and our youngest students) are briefed thoroughly on the school's expected standards of behaviour. They are told what to do if they encounter bullying. We guarantee that those who report bullying in good faith will not be punished and will be supported;
- We use appropriate assemblies to explain the school policy on bullying. Our A2B programme (A2B), or Life Skills Programme in Junior School, is structured to give students an awareness of their social and moral responsibilities as they progress through the school. The programme is structured to enforce messages about community involvement and taking care of each other;
- Other lessons, particularly English and Drama highlight the issue of bullying and reinforce this message by developing social skills and by teaching moral and spiritual values that show bullying to be unacceptable;
- Assemblies, lessons and projects include discussion of the differences between people and the importance of avoiding prejudice-based language;

- All our students are encouraged to tell a member of staff at once if they know or suspect that bullying is taking place or alternatively report it via the anonymous reporting tool called Whisper (Year 5 upwards);
- All students and boarders know how to report anxieties to their Form Tutor or to another member of the pastoral team- the regular one to one tutorials allow for this to be done discreetly and confidentially. In the Junior School each child spends form time with their tutor every morning as a group however tutors regularly remind their tutees to come to them with any issues and they find time (at breaks or lunch or during PPA to have one on one conversations with the students;
- Our social spaces, notice boards, medical centre and all our boarding houses display advice on where students can seek help, including details of confidential help lines and websites connecting to external specialists, such as Childline, Kidscape, Get Connected, and the Samaritans;
- We provide leadership training to our senior students (peer mentors) which specifically covers the importance of offering support and assistance to younger and to vulnerable students; and
- We do not allow peer-group "initiation ceremonies" designed to cause pain, anxiety or humiliation and all staff remain alert to such actions;
- Our Senior student peer mentors are available to support students who would like to discuss matters with an older peer.
- Students can give feedback on questionnaires where they are asked directly about incidents of child on child abuse.

Staff

- Upon induction, all new members of staff are given guidance on the school's counter-bullying policy and on how to react to and record allegations of bullying at Reddam House Berkshire.
- All teaching staff, non-teaching staff and students are expected to be alert to the possibility of bullying occurring, to try to prevent it, and deal with it (staff) or report it (children) if it does happen.
- Even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child on child abuse they should speak to the designated safeguarding lead (or deputy) and record it on CPOMS.
- All staff understand the importance of challenging inappropriate behaviours between peers, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
- Staff recognise that both the victim and perpetrator need help and attention.
- Risk assessments will be completed following incidents of sexual harassment or violence and actions included on how to make specific locations safer.
- Staff will have awareness raised through training which as well as induction, will take place annually during INSET days and if any significant changes best practice or legislation take place.

- All school staff understand the principles of the school policy, their legal responsibilities, actions to be taken to resolve and prevent problems and sources of further support;
- All reported incidents are recorded and investigated at once. We always monitor reported incidents. Records of any incidents are kept securely on CPOMS and with any statements or evidence in hard copy with the Year Co-ordinator in order that patterns of behaviour can be identified and monitored;
- We have a strong and experienced pastoral team of Form Tutors and Year Coordinators who support the Heads of School and are trained in handling any incidents as an immediate priority, and who are alert to possible signs of bullying;
- The school provides 'education' with regard to relationships, sex, and health as part of an extensive programme. *Please see relevant policies - curriculum and PSHEC.*
- Our pastoral team gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies;
- We can refer students to the school's counselling service, which is an important part of our pastoral support service, providing specialist skills of assessment and counselling. This gives confidential advice and counselling support to students who can refer themselves to when they have social, emotional or behavioural concerns;
- Staff are always on duty at times when students are not in class and patrol the school site, particularly areas where bullying might occur. They are trained to be alert to inappropriate language or behaviour;
- In boarding houses, there are strong teams of tutors supporting the House Staff Team, who act in loco parentis. The informal house environment is important in reinforcing a student's standards and values, providing the opportunity for friendly, informal discussion of matters of concern to the individual student outside the formal classroom. A member of the boarding house staff is always on duty to supervise the students; and
- The school has the right, and duty, to investigate incidents of bullying involving our students which take place outside school hours, on school visits and trips or that otherwise occur outside of school. The school has the right to take disciplinary measures in respect of such acts.

Parents

- We ask parents to be proactive in monitoring the social media activity of their child;
- Parents are encouraged to have open discussions with the school and not to lobby parents on social media or other channels;
- We request that parents refrain from contacting other children directly, in person, on the phone or by any form of electronic communication;
- We encourage close contact between the Pastoral staff and parents/ guardians, and will always make contact if we are worried about a student's well-being; and
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures and all other aspects and results of this counter-bullying policy.

Cyberbullying - Preventative Measures

Definition of Cyberbullying

Cyberbullying can be defined as "the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others" (Belsey, <http://www.cyberbullying.org/>). It is an aggressive, intentional act carried out repeatedly over time, often against a victim who cannot easily defend himself/ herself.

Research commissioned by the Anti-Bullying Alliance indicates that there are seven categories of cyber-bullying to be aware of:

- Text message bullying - bullies reach their victims by sending them unpleasant and unwelcome text messages;
- Picture/Video clip bullying via mobile phones - bullies take embarrassing films or images of the victims and send them to friends. Takes photos and shares these without the consent of the subject/Alternatively, 'Happy slapping' involves filming physical abuse and sharing it with friends;
- Phone call bullying via mobile phones - usually involves prank calls from disguised or hidden numbers, or stealing the victim's phone and making calls or messages to other people, pretending to be the phone owner;
- Email bullying - similar to bullying via text messaging, the victim will usually receive unwelcome emails from bullies pretending to be someone else;
- Chat room bullying - not unlike the type of thing you get in the playground, bullies will respond abusively, encourage others to turn on the victim in a web-based chat room or set up group chats to deliberately exclude the victim;
- Instant message bullying - again, a form of web-based bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online; and
- Bullying via websites - this can include abusive web logs (blogs), whole websites dedicated to embarrassing the victim, as well as online personal polling sites. Social networking sites have also increased the scope for cyber bullying.

For the prevention of cyber-bullying, in addition to the measures described above, Reddam House Berkshire:

- Expects all students to adhere to its policy for the safe use of the internet (E-Safety Policy). Certain sites are blocked by our filtering system and our IT Department monitors students' use;
- Uses monitoring software which picks up cyber-bullying indicators. The DSL team receive a report each morning and issues are dealt with by tutors, Year co-ordinators or Head's of School depending on the severity.
- May impose disciplinary sanctions for the misuse, or attempted misuse, of the internet;
- Issues all students with their own personal school email address. Access to all social media sites and personal email sites such as "hotmail" is not allowed from school computers or tablets inside school;

- Offers guidance on the safe use of social networking sites and cyberbullying in A2B and Computing lessons, which covers blocking, removing contacts from "friend" lists and sharing personal data;
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe;
- Does not allow the use of mobile phones during the school day (6th Form may use phones); and
- Does not allow the use of cameras or mobile phone cameras in toilets, washing and changing areas.

The Anti-Bullying Alliance has these top tips for dealing with cyber-bullying:

- Keep evidence of cyber bullying by saving messages and MSN conversations.
 - The school will investigate instances of alleged cyber-bullying. Please note, the entire thread of conversations and/or photos will be required to commence an investigation, we will not investigate individual comments out of context.
- Don't reply. Never retaliate but instead if a nasty message has been sent, block the perpetrator and report it to an adult they can trust.
 - Unkind comments, even in retaliation, will be treated seriously.
- Report it officially. Most websites and mobile phone operators have a place where you can report abuse. Students should be always encouraged to share anything they are uncomfortable with, with a trusted adult.
 - Students are reminded that if they see an unkind comment about someone else to please report it to an adult, not share it with the person who is the subject of the comment.
- Students are reminded to always respect others. *Be careful what you say and what you send.* Messages and images can be made public and could stay online forever.
 - If only kind or informative comments are made online then there is no risk of a student's comments being misunderstood.
- Protect online accounts and mobile phone with a password - and **don't share** it with anyone.

Action to be taken in the event of suspected or actual bullying, including Child-on-child Abuse issues

- ALL staff and volunteers will inform the DSL team of suspected child-on-child abuse and record on CPOMS
- Child on child abuse will be taken as seriously as any other form of abuse (Please see Safeguarding and Child Protection Policy 2024)
- All staff understand that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up"

- All staff will understand that pupils with SEND are more prone to peer group isolation and school will have extra pastoral support to address this.
- All staff will understand that children who are LGBTQ+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ+ (whether or not) can be just as vulnerable as children who identify as LGBTQ+. These students will be provided with a safe place to discuss any concerns with a trusted adult of their choice.
- Harmful sexual behaviour will be identified and managed using the Brooks Traffic Light Tool and Hackett's Continuum of Harmful Sexual Behaviors, with support and guidance from BWSCP.
- Incidents of nudes and semi-nudes will be managed on a case-by case-basis using national and local guidance and advice from the DSL.
- In cases of suspected or actual child on child abuse a risk assessment will be undertaken and appropriate and proportionate control measures put in place to manage and reduce risk. Seek advice from the DSL.
- Referrals to Children's Social Care, Police and/or other appropriate agencies will be made where 'significant harm' thresholds are met in line with BWSCP threshold document.
- DSLs understand that regarding child on child abuse, the victim and the perpetrator are likely to have unmet needs and require support and assessment to determine these.
- The DSL will assess on a case-by-case basis, supported by children's social care and the police if required to ensure the most appropriate response for the children / young people involved.
- Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment and act in accordance with the Safeguarding and Child Protection policy (see policy for more information).

When working with a case/potential case of Child on child abuse the DSL will consider:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, school or college staff
- any contextual safeguarding issues, including any issues regarding the alleged perpetrator and their needs
- in all situations the paramount interests of the child will be a priority.

Signs of Bullying

Changes in behaviour that may indicate that a student is being bullied include:

- Unwillingness to return to school;
- Displays of excessive anxiety, becoming withdrawn or unusually quiet;
- Failure to produce work, or producing unusually poor work, or work that appears to have been copied, interfered with or spoiled by others;
- Books, bags, money and other belongings suddenly go "missing", or are damaged;
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary);
- Diminished levels of self confidence
- Frequent visits to the Medical Centre with symptoms which may relate to stress or anxiety, such as stomach pains or headaches;
- Unexplained cuts and bruises;
- Frequent absence, erratic attendance or late arrival to class;
- Choosing the company of adults rather than peers;
- Displaying repressed body language and poor eye contact;
- Difficulty in sleeping or experiencing nightmares; or
- Talking of suicide or running away from home or school.

Although there may be other causes of some of the above symptoms, a repetition or combination of these possible signs of bullying should be investigated by parents and teachers and reported and recorded as appropriate (see below).

Procedures for Dealing with Reported Bullying

Reddam House Berkshire ensures that all instances of or concerns about bullying and cyberbullying on and away from school premises are easy to report and that they are recorded properly. Records of instances of bullying and *allegations* of bullying will be on CPOMS under the category of 'child on child abuse' and sometimes student files and files relating to safeguarding where appropriate, in order to enable the school to identify patterns of behaviour and to evaluate the effectiveness of our counter-bullying policy. It will also be recorded on the 'child on child abuse log'.

If an incident of bullying is reported, the following procedures will be adopted:

Initial Response

- The member of staff to whom it was reported, or who first discovers the situation, will control the situation, reassure and support the students involved;
- He/she will inform the relevant Year Coordinator and Head of School as soon as possible;

- The victim will be interviewed on his/ her own (or, if appropriate, with a suitable person present for support) using these [Investigation Questions](#) as a starting point (see Appendix 2). The victim should also be asked to write an account of events;
- The alleged perpetrator(s), and all others who were involved, will immediately be interviewed individually (or, if appropriate, with a suitable person present for support) and asked to write an account of events (see Appendix 3 for advice on how to conduct the interview with the alleged perpetrator(s));
- The incident should be recorded on CPOMS with relevant documentation added as files, and should include details of next steps to be taken.

Response by the Head of School

- The Head of School will inform the tutors of both the perpetrator(s) and the victim[s] as soon as possible. In very serious incidents, the Principal should be informed;
- The victim may be interviewed again at a later stage by a member of the pastoral team, separately from the alleged perpetrator. He/ she will be offered support to develop a strategy to help him or herself. It will be made clear to him/ her why revenge or retaliation is inappropriate;
- The alleged perpetrator may be interviewed again at a later stage by a member of the pastoral team, separately from the victim, and it will be made clear why his/ her behaviour was inappropriate and caused distress. He/ she will be offered guidance on modifying his or her behaviour. The school's Behaviour, Reward and Sanctions Policy may also be invoked. The school may exclude a student, either temporarily or permanently, in cases of severe or persistent bullying or in the event that the support put in place for the perpetrator does not result in the modification of behaviour to an acceptable level.
- The parents/ guardians of all parties will be informed and may be invited into school to discuss the matter. Their support will be sought;
- A way forward, including where appropriate disciplinary sanctions and counselling, should be determined, and where possible agreed with all parties. This should recognise that suitable support is needed both for students who are being bullied and for students who bully others, as well as dealing with disciplinary measures in accordance with the school's Behaviour, Rewards and Sanctions Policy if appropriate;
- As part of this process, a restorative meeting involving all the parties, with close staff supervision, may be convened, if appropriate, to help develop a strategy which enables all concerned to close the episode;
- A monitoring and review strategy will be put in place and recorded on CPOMS;
- In serious cases, and only after the Principal has been involved and the Chair of Governors/Safeguarding governor informed, it may be necessary to make a report to the Police or to Social Services. However, in many cases it will be possible to resolve such issues internally under this policy and the school's Behaviour, Rewards and Sanctions Policy.
- We take bullying very seriously. Bullying is a serious offence which can cause not only physical damage but also psychological damage (although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening

behaviour and in extreme cases outside agencies such as the Police or the Social Services Department may need to be involved). It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

Monitoring and Looking for Patterns

In the Junior school there is a standing agenda item for the staff meeting which seeks to look for patterns and to monitor any ongoing concerns. The Head of School will discuss any students of concern during the fortnightly Junior Leadership Team meetings.

In the Middle/Senior school, the Head of Middle/Senior meet weekly with their Year Coordinators to discuss any issues that have been raised or are ongoing. Notes from these meetings will be added to CPOMS if appropriate.

Advice relating to Junior School Children

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another. This is in distinct contrast to those everyday conflicts that occur as part of normal development.

All staff will report any incidence of bullying to the Head of the Junior School who will take the following action in the event of an allegation or proved incident:

If a child bullies another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;
- we intervene to stop the child who is bullying from harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is not acceptable;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to recognise the impact of their actions;
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- we do not label children who bully as 'bullies';
- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
- we recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;

- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

Advice relating to Early Learning School Children

Even the youngest children at Reddam House Berkshire are encouraged to behave towards each other with kindness and consideration. They are encouraged to learn to look after their own possessions and to respect others' possessions. We expect them to be honest, helpful and polite, and to work hard and to listen to others. They should respect everyone and learn to value differences and diversity. Our Head of ELS is in responsible for the management of behaviour in the Early Learning School.

We explain to children why some forms of behaviour are unacceptable and hurtful to others. We rarely need to impose sanctions in the ELS; but sometimes we may remove a child from a situation to assist them in redirecting their behaviour. Occasionally, a child may be seen by the Head of ELS who will explain the inappropriateness of an action; but such instances are rare. Parents are always informed via email when any sanction or reproof is needed, and in cases of repeated instances of hurtful or inappropriate behaviour, they will be invited into the school to discuss the situation with their child's teacher and the Head of ELS to agree a joint way of handling the difficulty.

Complaints Procedure

Parents and students are encouraged to use our Complaints Procedure (which is published on our website) if they feel that any concerns about bullying are not being addressed properly. Parents of boarders and of EYFS children should be aware that they have the right to refer a complaint directly to Ofsted, if they are unhappy with the way in which their complaint has been handled (The Complaints Procedure explains how to do this).

APPENDIX 1 – Advice on conducting investigations into alleged/possible bullying

Factors to help determine if incident constitutes bullying – See also the flow chart in the Safeguarding Documentation folder of the Employee Portal

- Incident was bullying on this occasion because it was
 - Hurt has been deliberately/knowingly caused (physically or emotionally)
 - It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
 - Involves an imbalance of power:
 - target feels s/he cannot defend her/himself, or
 - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name calling, etc.)

- Incident was not bullying on this occasion because it was
 - the first hurtful incident between these students. Staff to make sure that children understand that they have caused hurt and that this should not be repeated. Age and maturity (along with SEND) should be considered on both sides here. Staff should also make clear that this is not just the first *reported* incident
 - the children are friends and there was no intention to cause hurt (should not happen again and children should be made aware that abuse is abuse and will not be tolerated)
 - falling out between friends after a quarrel, disagreement or misunderstanding
 - falling out after a quarrel, disagreement or misunderstanding (should not happen again)
 - activities that all parties have consented to and enjoyed (check for subtle coercion) that:
 - got out of hand
 - raised parental concern

Actions to consider following the investigation

- Agree a resolution process
- Support and/or sanction for those causing hurt or offence
- Support needed for the hurt party
- Wider support/actions needed because of the focus of bullying/hurtful behaviour.

Consider if these factors may have been involved:

- Difference in age/maturity of those causing and receiving hurtful behaviour
- Appearance (including size, weight, physical features)
- Class/socio-economic groups
- Family circumstances
- Ethnicity/race/religion/belief
- SEND/Ability
- Gender
- Sexuality

Remember that child on child sexual violence and sexual harassment is not acceptable and will not be tolerated. It should never be passed off as 'banter', 'part of growing up' or 'having a laugh'- this must be reported immediately to the DSL.

APPENDIX 2 – Interview Questions to the victim

Top 20 Questions to Ask in Investigation Interviews

Many investigators make a list of predetermined questions to ask. Some experts say that this approach limits the information the investigator will get from the interview because it constrains the conversation within a rigid framework. Investigators who use pre-set questions only as a starting point and treat the interview as a fluid conversation are more likely to find their way to the truth. Use these 20 questions as a guide to frame your interviews.

The Basics

1. What happened?
2. Where did it happen?
3. When did it happen?
4. Who did it?

The Context

5. Has it happened before?
6. How often?
7. Who else was present?
8. Do you know of others who may have been affected by the incident or behavior?
9. Who else may have seen or heard the incident or behavior?

The Reaction

10. How did you react?
11. How did any others present react?
12. Did you ever indicate that you were upset or offended by the incident or behavior?
13. Have you discussed the incident or behavior with anyone?
14. Has anyone else reported this?

The Impact

15. How has the incident or behavior affected you?
16. How has the incident or behavior affected your job?
17. Have you sought medical treatment or counseling because of the incident?

Additional Questions

18. Do you have any evidence or documentation about the incident or behavior?
19. Is there anyone else who may have relevant information?
20. Is there any other relevant information that I haven't asked you about?

APPENDIX 3 – Interview with alleged perpetrator(s)

This section deals primarily with an interview with someone accused of bullying others. However, the general approach and structure may also be used with victims and bystanders, adjusting the content as necessary.

Background considerations

- Young people who are bullying others may respond in different ways when confronted. It is important to be aware of how an involved person might feel and the attitudes that may be displayed. The fear of being caught, labelled a bully, punished or expelled may inspire defiance, or a visible display of power. Students who feel cornered may decide never to admit wrongdoing.
- Some young people may feel ashamed of their involvement in bullying behaviour, and may feel guilty. Because of a desire to save face, they may deny all knowledge of involvement. Other pupils when challenged may respond by saying nothing, or by agreeing with everything that is said. The likelihood here is that the student will offer temporary compliance, without fundamentally reconsidering a change of behaviour.
- Occasionally, bullies have no feelings of shame, guilt, or empathy with their victim's suffering. Expecting a response on the basis of remorse may not be productive. In such cases the consequences of bullying behaviour must be made very explicit.
- Even when there is an anti-bullying policy in place, some young people may be unaware that their bullying behaviour is wrong. This will have to be explained clearly, especially to those who tend to respond aggressively to problematic situations.
- In school environments where bullying has not been effectively addressed, many of the bullying behaviours which students inflict on each other may be socially acceptable. Pupils may be modelling the behaviour of others, or may be behaving in accordance with accepted hidden traditions. This occurs, for example where there is covert acceptance by students and staff of bullying of Year 7 students, new students, or of vulnerable students.
- The challenge to a teacher is to disarm these attitudes, fears and beliefs and the non-confrontational approach suggested here may help to diffuse tension.

Key elements of an interview

Privacy

Pupils usually disclose more in private because they feel safer. Dealing with incidents in public can cause unnecessary embarrassment for the victim, increasing vulnerability, and may encourage confrontation and denial on the offender's side. Privacy is also important for witnesses and other members of the class. They may be experiencing subtle pressure to support one side or the other, or worse still, threats may have been made. In a case where group bullying is suspected, teachers will find it helpful to enlist the help of a colleague to interview members of the group individually.

Non-confrontational approach

After welcoming the pupil and thanking them for their co-operation let him/her know that you see yourself as facilitating problem-solving, rather than as a person who dishes out punishment. Take a non-confrontational approach and use "I" statements (see examples below). This will reduce tension and build trust. Avoid labelling of the young person as a "Bully". Refer to the behaviour rather than the person. Be calm, constructive, and adopt a problem-solving approach, and allow enough time for the interview. Most young people respond to patience, and the opportunity to talk, rather than to pressure, anger, or impatience.

Examples of opening statements

These are designed to inspire confidence in the young person that he/she will be treated fairly. You may wish to use some or all of them, depending on your own style.

- There seems to be some difficulty between yourself and xxx. I am here to help resolve the situation. I need your co-operation to get it sorted out, because I feel your contribution to the solution is going to be extremely important. Your help is going to make all the difference. Allow time to respond.
- If you have made a mistake in your behaviour, even if it is a serious one, I want to help you work things out. The most important thing from everyone's point of view is that it never happens again. I think it is very important that it is settled here and now. Allow time to respond
- This talk is between the two of us for the moment, and I don't want to involve the school principal, or parents at this point. (NB. Serious cases may need to be referred on straight away).
- We have dealt with a lot of different kinds of situations and we usually manage to sort things out, even serious problems. Allow time to respond. At this point it should be clear to the teacher whether the young person is responding to the approach being taken. Every opportunity to co-operate is being extended to them in as friendly, non-threatening, and constructive a manner as possible. Check that the young person understands what you are saying, and what your approach is. Ask whether they would like anything clarified or repeated. Give them time to think over what you have said.

Seeking further information

The following questions will provide the teacher with contextual information.

- How do you get on with the other student/s?
- Did you know one another before this incident took place?
- How long do you know one-another?
- Is there a history to what happened, or did it come out of the blue?
- Do you think it will be easy to get back on good terms with the other person?

Offer a choice between writing down what happened and talking about it. Writing is less confrontational, especially for young people who might regard any one-to-one interaction with a teacher as adversarial.

- Let's have a look at the incident now. I need to understand your involvement. Can you help me fill in the details from your point of view? This is what I need to be clear about:

What happened?

When and where did it take place?

Who was involved?

What part did you play?

Was there more than one person involved on either side?

Were there any witnesses?

Did this take place more than once?

Have you been involved in anything like this before?

- Encourage the young person to focus on taking responsibility for their own actions, rather than attributing blame to others or the group.

Don't accept standard techniques for saving face such as "I was only messing around", or "We were all doing it". Bypass these comments and ask the young person to talk about their specific role at the time. For example ask:

What did you actually say or do?

How would someone else who witnessed the incident describe your actions?

Would you do the same thing again, or act differently?

What did you do wrong?

Do you understand what was wrong about it?

What is the problem about what you did?

- How do you feel about the situation?
- Are you worried about what is going to happen?
- What do you think is fair in the situation?
- This is what I think is fair: (Outline a fair outcome such as, apologising, agreeing to mediation, signing an agreement with a parent present, agreement to speak with a counsellor, paying for damage, returning money or the equivalent value of property, detention, suspension.)

Invite a comment from the young person at this stage. A co-operative attitude should be praised on the spot. If the solution to the problem is agreed by all concerned, the matter may be concluded.

What if there is complete denial?

Cases will arise from time to time where there is complete denial of involvement. Repeat the evidence as you see it, and try again. It may be necessary to protect the confidentiality of the source of your information. Stay focussed on what you believe actually took place. Do not accuse the young person of lying.

- This is the situation as I see it. (Give details).
- Anybody who examined it would think the same about your responsibility.
- I do not accept that I am hearing the full story from what has been said so far.

Explain your role again as above, and let the young person know that this is a very positive opportunity for them to be forthright and honest. If there is still denial, explain that you are not going to let the matter rest until it has been resolved, and outline what the next steps are according to school policy. For example:

Reporting the matter to the Principal.

Initiating a wider investigation.

Contacting parents.

Contacting outside agencies.

Whether or not there is an admission of involvement, it is critically important to be unequivocal about the immediate and future behaviour of the young person. It should be made clear that:

- The specific behaviour you have discussed should cease immediately
- That the young person is made aware that disciplinary implications already apply in the situation.
- Agreement should be sought about not taking revenge against the victim or others whom the perpetrator suspects may have provided information to teachers.
- If agreement is not forthcoming, a warning should be given which also extends to friends of the perpetrator.

- Measures need to be taken by the school to ensure the safety of the victim, and to supervise the behaviour of any others involved. A case discussion involving school management and other relevant personnel will decide on possible sanctions.
- If bullying continues, the Head of School has to choose between suspension/expulsion or referral of the offender for clinical psychological assessment. An assessment will point to whether the young person has psychological/psychiatric difficulties contributing to the behaviour or not, and whether anger management training might be a useful next step.
- Discuss with the parents the possibility of counselling their son/daughter.
- Keep a record of the interview on CPOMS.

APPENDIX 4 - Student Sanctions Record

At Reddam House Berkshire a record is kept by the Head of School of the following offences, which are entered onto your son/daughter's student record:

- Alcohol abuse
- Bullying, including racist, sexist or discriminatory bullying
- Drug abuse
- Fraud
- Gambling
- Improper behaviour towards a member of staff or another student
- Malicious damage
- Persistent disruptive behaviour
- Physical assault/ threatening behaviour
- Using pornography
- Racist abuse
- Sexual harassment
- Sexual misconduct
- Theft
- Violence
- Any other activity that is illegal under English law

The sanctions that will be imposed are set out in the school's Behaviour, Rewards and Sanctions Policy above. Parents' attention is drawn to our Complaints Policy.

It is the policy of Reddam House Berkshire to keep all our student sanctions records securely until your son or daughter has reached the age of 25, when they will be destroyed. They will not be disclosed to any third party, unless required by statutory regulations.

APPENDIX 5 – Relational Conflict or Bullying?

Bullying is different from conflict. Conflict is a disagreement or argument in which both sides express their views. Bullying is negative behaviour directed by someone exerting **power and control** over another person.

Bullying is done with a goal to hurt, harm, or humiliate. With bullying, there is always a power imbalance between those involved, with power defined as elevated social status, being physically larger, or as part of a group against an individual. Students who bully perceive their target as vulnerable in some way and often find satisfaction in harming them.

In normal conflict, children self-monitor their behaviour. They read cues to know if lines are crossed, and then modify their behaviour in response. Children guided by empathy usually realize they have hurt someone and will want to stop their negative behaviour, engaging in restorative activities, however, they will often need support with this. On the other hand, children intending to cause harm and whose behaviour goes beyond normal conflict will continue their behaviour even when they know it's hurting someone.

Wherever there is a relationship between two people, there is the potential for conflict, disagreements and changes. Conflict is a natural part of human relationships as people grow and change. Even though it can cause us stress and can hurt, conflict is not bullying. Conflict happens between two people who are equal in the relationship (think: friends or classmates or co-workers) but have two different points of view about what's going on. Sometimes this escalates into a disagreement that's so strong people become *really* emotional. There might be strong words used and lots of big feelings involved. It may take time to sort things out and during that time people feel deeply hurt and may seek comfort from other people expressing that they are feeling the other person's actions as being harmful. It may take time to sort things out and might involve parents, other friends or teachers.

With bullying, the person (or group of people) who is doing the bullying means to hurt the other person. The hurt or harm is done on purpose to make the bullying target feel like less of a person. There is always something unequal about the relationship between the two people; maybe the person bullying is physically stronger and creates fear because of that, or maybe the person bullying is more popular and has the kind of social power that can turn a whole group against one person.

Whichever type of power a person with bullying behaviour has, they will use it over the person who is being bullied to make them feel less than who they are. Of course, the person who is being bullied does not want this treatment and did nothing to deserve being treated this way. The bullying behaviour is usually repeated, or threatened to be repeated, over and over. Someone who is bullying may decide to leave out a friend by giving them the cold shoulder and excluding them from group activities. Someone may use a false statement or other mean word toward another every time they see them or go on social media in an attempt to damage their reputation. Even the threat of behaviour like this causes unwanted and undeserved pain for the target.

Conflict is a part of everyday experience, in which we navigate the complexities of how we interact, and minor conflicts don't make someone feel unsafe or threatened. Bullying, on the other hand, is a behaviour with intention to hurt, harm or humiliate and the person targeted needs support to make it stop.