QUEEN ETHELBURGA'S COLLEGIATE

ANTI-BULLYING POLICY

Authorised by	**The Collegiate Board**
Signed	………………………………….
	Chair of the Collegiate Board
Date	
Effective date of the policy	**13 June 2024**

QUEEN ETHELBURGA'S COLLEGIATE

ANTI-BULLYING POLICY

Reviewed: 01-31 May 2024 Due for review: May 2025	This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following: Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy. Keeping children safe in education (DfE, 02 September 2024, updated 03 September 2024) (KCSiE) Working together to safeguard children (DfE, 26 March 2015, updated 23 February 2024) National minimum standards for boarding schools, in force from 5 September 2022 Statutory framework for the Early Years Foundation Stage (DfE, 04 January 2024, updated 19 January 2024) Education and Skills Act 2008 Data Protection Act 2018 and UK GDPR Equality Act 2010 The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 Improving practice with children, young people and families (DfE, 15 December 2023, updated 11 October 2024)	To be viewed alongside the following related policies and documentation: Anti-bullying Policy Attendance Policy Behaviour and Discipline Policy Child Protection and Safeguarding Policy Equality, Diversity and Inclusion Policy E-safety – Digital Wellbeing Policy	Publication and availability for Staff, Parents, Carers and Prospective Parents: This policy is published on the QE website and on the Parent Portal. It is available to staff on SharePoint.

This policy has regard to the following guidance and advice:	Expulsion, Removal and Review Policy	
[The Independent School Standards - Guidance for independent schools (April 2019)](#)	Intervention Policy	
[Behaviour in Schools - Advice for headteachers and school staff (DfE 16 July 2022, updated 19 February 2024)](#)	Mental Health and Wellbeing Policy	
[Further guidance and resources for supporting behaviour in schools (DfE, updated 19 February 2024)](#)	Risk Assessment Policy for Student Welfare	
[SEND Code of Practice: 0-25 years (DfE and DHSS, 29 January 2015, updated 30 April 2020)](#)	Relationships and Sex Education Policy	
[Use of reasonable force (DfE, 17 July 2013)](#)	SEND Policy	
[Relationships and sex education (RSE) and health education (DfE 25 June 2019, updated 13 September 2021)](#)	Smoking, Alcohol, Drugs and Substances Policy	
[Mental health and behaviour in schools (DfE 16 June 2014, updated 12 November 2018)](#)	Staff Code of Conduct	
[Searching, screening and confiscation in schools (DfE, 14 February 2014, updated 19 July 2023)](#)	Student Acceptable Use Policy	
[Sharing nudes and semi-nudes: advice for education settings working with children and young people (Department for Science innovation and Technology and UKCIS, 23 December 2020, updated 11 March 2024)](#)	Supporting Students with Medical Conditions	
[Preventing and Tackling Bullying (including advice on cyberbullying) (DfE, 22 August 2013, updated 04 July 2017)](#)	Thrive at QE behaviour expectations and rewards system	
[Advice for parents and carers on cyberbullying (DfE, November 2014)](#)		
[Supporting pupils with medical conditions at school (DfE, 01 September 2014, updated 16 August 2017)](#)		
[No Health Without Mental Health: a cross-government outcomes strategy – GOV.UK](#)		
[Mobile phones in schools (DfE, 19 February 2024)](#)		
[Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance - GOV.UK](#)		
[Working together to improve school attendance (DfE, published May 2022, applies from 06 September 2022, updated 19 August 2024)](#)		

	Information sharing advice for safeguarding practitioners (DfE, 04 July 2018, updated 01 May 2024) Promoting and supporting mental health and wellbeing in schools and colleges (DfE, 02 June 2021, updated 16 May 2024) Teaching online safety in schools (DfE, 26 June 2019, updated 12 January 2023)		

QUEEN ETHELBURGA'S COLLEGIATE

ANTI-BULLYING POLICY

1. Introduction

1.1. This policy applies to Queen's Kindergarten and Chapter House Preparatory School, King's Magna Middle School, Queen Ethelburga's College, The Faculty of Queen Ethelburga's and Queen Ethelburga's Services (QES) - hereafter referred to as "**the Collegiate**". Staff from across the Collegiate are collectively known, and will be referred to, as "Team QE". This policy also applies to Queen Ethelburga's holiday programmes, including Holidays@QE; QE Short Courses and International Summer School; and Camp QE.

1.2. This policy applies to all students at the Collegiate, irrespective of their age and whether or not a student is in the care of the Collegiate when, or if, bullying behaviour occurs. It dovetails with the Collegiate **Behaviour and Discipline Policy**, **Child Protection and Safeguarding Policy** and **E-safety – Digital Wellbeing Policy**. It has regard to **Keeping Children Safe in Education (2024)** and other relevant government guidance, such as **Preventing and Tackling Bullying (July 2017)**.

1.3. Throughout this policy we use the term 'victim' but recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way and we are conscious of this when managing any incident and will be prepared to use any term with which the individual child is most comfortable. Refer to **Keeping Children Safe in Education (2024)**.

1.4. This policy has been prepared to meet the Collegiate's responsibilities under the legislation and guidance detailed in the table above.

2. Aims and commitments

2.1. At the Collegiate, we are committed to providing a supportive, caring, and safe environment for all our students, so that they can learn without fear of being bullied.

2.2. We aim to promote good behaviour and support positive behaviour modification, as part of a framework for developing character that allows all students to flourish in a happy, respectful, and caring community.

2.3. Issues to do with bullying are addressed regularly in assemblies, Personal Development lessons, whole Collegiate awareness weeks, form time and during our Wellbeing clubs, with a view to the prevention of such issues occurring amongst students.

2.4. It is Collegiate policy that we do not tolerate bullying in any form, including bullying that takes place away from the Collegiate campus or online. If bullying does occur, all students should be able to tell someone and know that incidents will be dealt with promptly and effectively, and they need to feel supported.

2.5. We will always take the matter seriously. Methods of addressing bullying include structured discussions in Personal Development lessons; counselling; peer mentoring; wellbeing clubs; Pastoral Key Worker support; and the use of sanctions. Persistent bullies will be asked to leave the Collegiate.

2.6. It is important that we create an atmosphere where students who are being bullied, inside or outside school, or online, feel able to talk to someone. They must feel secure that they will be listened to and believed, and that any action will be sensitive to their needs. The school recognises that the bully often needs as much support as the victim.

3. Responsibilities

3.1. The Proprietor is required to ensure that all those with leadership and management responsibilities at the Collegiate actively promote the wellbeing of pupils. The adoption and authorisation of this policy is part of the Collegiate Board's response to this duty.

3.2. **Overall responsibility:** The Collegiate Board has overall responsibility for the effective operation of the Collegiate's **Anti-bullying Policy** and for ensuring compliance with the relevant statutory framework prohibiting discrimination. The Principal and Queen Ethelburga's Leadership Team (QELT) lead in promoting and encouraging an environment which is welcoming, inclusive and safe for all members of the school community, irrespective of their protected characteristics and/or background.

3.3. The Collegiate Board has delegated to the Principal responsibility for ensuring implementation of this policy, with the day-to-day responsibility for operating the policy and ensuring its accessibility, availability, maintenance and review, lying with the Head of Student Wellbeing.

3.4. The Principal will:

3.4.1. ensure that staff have an opportunity to discuss strategies and review them.

3.4.2. determine the strategies and procedures.

3.4.3. discuss development of the strategies with the leadership team.

3.4.4. ensure appropriate training is available.

3.4.5. ensure that the procedures and policies are brought to the attention of all staff, parents and students.

3.5. Head of Student Wellbeing, Boarding Management Team and Pastoral Leads will:

3.5.1. be responsible for the day-to-day management of the policy and systems.

3.5.2. ensure that there are positive strategies and procedures in place to help both the bullied and bullies.

3.5.3. keep the Principal and Head of Student Welfare and Personal Development (Designated Safeguarding Lead (DSL)) informed of incidents.

3.5.4. arrange relevant staff training.

3.5.5. monitor the central record of bullying incidents.

3.5.6. determine how best to involve parents in the solution of individual problems.

3.6. Heads of Year, Heads of Department and the pastoral team will:

3.6.1. be responsible for ensuring that the Collegiate's positive strategies are put into practice.

3.6.2. know the Collegiate's procedures and deal with any incidents that are reported.

3.7. Form Tutors, House Parents will:

3.7.1. be responsible for liaising with Head of Year / pastoral team over all incidents involving students in their form/house.

3.7.2. be involved in any agreed strategy to achieve a solution.

3.8. All staff will:

3.8.1. know the policy and procedures.

3.8.2. be observant and follow up any indications of bullying in accordance with this policy.

3.8.3. deal with incidents according to the policy.

3.8.4. never let any incident of bullying pass by unreported, whether on-site or during an off-site activity.

3.8.5.   Staff should be aware of other policies associated with the **Anti-bullying Policy**. These would include the **Child Protection and Safeguarding Policy**, **E-Safety – Digital Wellbeing Policy**, **Student Acceptable Use Policy**, **Behaviour and Discipline Policy** and **Expulsion, Removal and Review Policy**.

3.8.6.   Parents and students are made aware in the Collegiate Requirements that the **Anti-bullying Policy** can be found on the Parent Portal of iSAMS.

4.   What is bullying?

4.1.   Bullying is any repeated interaction between an individual or group of people with another individual or group which is perceived or intended to cause hurt, pain, suffering, humiliation or degradation.

4.2.   Bullying behaviour may be direct or indirect. Direct forms include physical violence and threats; verbal assaults and taunts; harassment; the destruction of property; extortion; unwanted sexual interest or contact. Examples of indirect forms of bullying include ignoring and the withdrawal of friendship; excluding; malicious gossip and spreading rumours; abusive or oppressive graffiti.

4.3.   It is the Collegiate stance that any form of bullying should never be assumed to be trivial (e.g., "banter") or just part of growing up. See **Child Protection and Safeguarding**, **E-safety – Digital Wellbeing policies** and the **Acceptable Use Policies**.

4.4.   Staff and students are made aware of child-on-child abuse and that banter can be a form of this and is not tolerated.

4.5.   Child-on-child abuse can take the form of sexual violence and sexual harassment, including the sharing of unwanted explicit content and sharing nudes and semi-nude images and/or videos; online abuse; physical abuse; initiation/hazing-type violence and rituals.

4.6.   Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage (and into the sixth form) and/or between groups of children. Whilst any report of sexual violence or sexual harassment is never acceptable and taken seriously, staff are made aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys and can occur both inside and outside school. Refer to **Keeping Children Safe in Education (2024)**.

4.7.   As indicated in the **Child Protection and Safeguarding Policy**, staff need to be aware that it may be difficult to identify abuse, including bullying, in children with special educational needs and disabilities, and SEND children may be disproportionally impacted by bullying, without any outwardly visible signs.

4.8.   Staff should be sensitive to the behaviour of other students, that may indicate unreported abuse, and indicators in the behaviour, mood, or injury of those with SEND.

4.9.   Any student with SEND bullying another student will be dealt with in accordance with the **Behaviour and Discipline Policy**, with due consideration of the disability when applying sanctions.

4.10.   The Collegiate takes all forms of bullying seriously and is particularly concerned to take action in relation to any incidents which involve prejudice against protected characteristics. For example, on grounds of race, religion or belief, age, culture, sex, gender reassignment, sexual orientation, special educational needs or disability, or because a child is adopted, looked after or is a carer.

4.11.   It may occur directly or through cyber-technology (social media, mobile phones, text messages, photographs and email). In such cases these issues will be specifically addressed with the bully (and his/her parents/carers where appropriate) in the course of post-incident management.

4.12.   Bullying can have very serious consequences for the victim, including long-term physical, emotional or psychological damage, loss of confidence and, in some extreme circumstances, has led to suicide.

5. **Open aggression, physical or verbal, involving humiliating the victim**

5.1.   This can take various forms, including:

- Persecution (and encouraging others to join in).

- Name calling, cat calling and encouraging a group to do the same, ridiculing, making fun and laughing at the victim.

- The use of racist, disability, homophobic, transphobic, biphobic or sexist language or abuse, or actions associated with these attitudes.

- "Bossing" – demanding signs of subservience.

- Exclusion from the group (and encouraging others to exclude the victim) - "Sending to Coventry".

- Humiliating initiation ceremonies and rituals.

- Deliberately spoiling or hiding the victim's work or possessions.

- Physical harm, pushing, poking, and hurting.

- Sarcasm and encouraging others to laugh at the victim in response.

- Making remarks to individuals due to race, culture, beliefs, ethnicity, language, faith, community, national origin, or national status.

- Sexual forms of violence such as deliberately brushing against someone, interfering with someone's clothes inappropriately, displaying pictures, photos, or drawings of a sexual nature - etc.

6. **Hidden bullying behaviours**

   6.1. Bullying behaviour is shown, but is not apparent, to outsiders and therefore is hard to establish. On the surface, all may appear fine.

   6.2. Forms include:
   - Secret persecution e.g., messing up beds.
   - Whispering campaign e.g., encouraging the group to whisper words like "weird" when the victim appears.

   - Secretly demanding signs of subservience.

   - Discreetly cutting the victim off from group activities, "giving the cold shoulder".

   - Secret rituals and initiations.

   - Secretly poking, sticking pins, pinching etc.

   - "Poison Pen" or even "blackmail" letters.

7. **Play bullying**

   7.1. Forms include:
   - Being overly rough or aggressive when playing.
   - Being overbearing in the treatment of others.

   - Encouraging others to do things with which they are not comfortable.

8. **Cyberbullying**

   8.1. Forms include:
   - Sending malicious e-mails, private messages, or text messages.
   - Posting, sharing and liking unpleasant information on social media or other websites.
   - Distributing photographic images, videos or comments which may demean or embarrass.
   - Harassing by use of mobile phone or any other electronic device.

- Online sexual harassment or abuse including abusive, harassing and misogynistic messages; non-consensual sharing of indecent images and videos; sexualised online bullying; unwanted sexual comments and messages, including, on social media; sexual exploitation; coercion and threats.

9. Religious bullying

9.1. Forms include:

- Attacking faith, belief, religious practice or custom.

10. Cultural bullying

10.1. Forms include:

- Focusing on and/or playing off perceived cultural differences.

11. Sexual bullying

11.1. Forms include:

- Homophobic, transphobic or biphobic bullying directed at individuals who are openly gay, bisexual, or transgender, or perceived as gay.
- Sexist – can be a wide range of behavior from name calling to physical sexual assault.
- Sexual - is unwanted or inappropriate physical contact or sexual innuendo.
- Sexual violence and harassment – *"Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can also occur online. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children."* **Keeping Children Safe in Education (2024).**

12. Special Educational Needs and Disabilities

12.1. Remarking upon, drawing attention to, or discriminating against persons with physical disabilities or learning difficulties or other identified special educational needs.

12.2. **Points to note:**

12.2.1. Bullying occurs among adults, too, at home and at work.
12.2.2. Children can bully or manipulate adults.
12.2.3. Points of view vary; the same action may be seen as bullying by one "victim", but not by another.
12.2.4. Without a "victim", bullying cannot take place.

13. Problems that make discovery of bullying difficult

13.1.   Victims may fear reprisal and suffer in silence.

13.2.   Victims may be too proud to admit they are bullied.

13.3.   Children may not feel ready or know how to tell someone they are being abused. Refer to **Keeping Children Safe in Education (2024)**.

13.4.   It is not always possible to differentiate fact from fiction, as the alleged victim may not be telling the truth.

13.5.   The strong teenage ethos is "don't let your peers down", "don't tell the adults", "we can handle this".

13.6.   The root of the problem for bully and/or victim may lie outside school and not be within our control.

14. Signs of bullying

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

- Unwillingness to return to school.
- Displays of excessive anxiety, becoming withdrawn or unusually quiet.
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with, or spoilt by others.
- Books, bags 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 such as stomach pains, headaches.
- Unexplained cuts and bruises.
- Frequent absence, erratic attendance, late arrival to class.
- Choosing the company of adults.
- Displaying repressed body language and poor eye contact.
- Difficulty in sleeping, experiencing nightmares.
- Talking of suicide or running away.
- Unwillingness to join in activities.
- Being overly emotional – outbursts of tears.
- Change of friendship groups, lack of friends, trying to 'buy' friendship.
- Severe cases of depression.

15. Preventive Measures

15.1. We take the following measures to prevent all forms of bullying, including cyberbullying, prejudice-based and discriminatory bullying:

15.1.1. We use age-appropriate assemblies to explain the Collegiate's policy on bullying. Our Personal Development programme is structured to give students an awareness of their social and moral responsibilities as they progress through the Collegiate. The programme is structured to enforce the message about community involvement and taking care of each other, where appropriate drawing upon the specialised skills of outside agencies, who can provide relevant and supportive literature to further enforce this message.

15.1.2. We have internet filters across the Collegiate which monitor and identify any student, or staff member, who tries to access any content which has been categorised as linked to 'bullying'. The safeguarding team are immediately alerted, and the relevant action is taken to support anyone involved.

15.1.3. Within the **EYFS and Chapter House** the students are encouraged to talk about 'annoying' and 'unkind' behaviour which upsets or physically hurts them and their peers. They are given guidance by staff through assemblies and circle time on how to make the 'right choices' with their behaviour and what to do if someone is unkind to them.

15.1.4. Other lessons, particularly English and drama, and also through stories, current affairs, and historical events, highlight the issue of bullying. They reinforce our intolerance of such behaviour by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills.

15.1.5. All our students are encouraged to tell a member of staff at once if they know that bullying is taking place. They also have access to a Virtual Bullybox where they can report bullying. Students can access this from the student app. When a student submits this form, the pastoral team are instantly alerted. In Chapter House, the students can post concerns on the Microsoft Form available through their Microsoft Teams site. This is monitored and responded to by the Chapter House Management Team.

15.1.6. All reported incidents are recorded and investigated at once, and reported incidents are subsequently monitored.

15.1.7. We raise staff awareness through INSET as part of the Child Protection and Safeguarding training, including identifying groups of students who may be the subject of bullying.

15.1.8. Staff are made aware of the importance of challenging inappropriate behaviour between children and young people and recognise that downplaying certain behaviours as 'just banter' or 'boys being boys' can lead to a culture of unacceptable behaviour.

15.1.9. We have strong and experienced pastoral teams, in boarding and in school, who are appropriately experienced and who handle any incidents as an immediate priority and are alert to possible signs of bullying. Information is centrally logged and shared across both academic and boarding pastoral teams.

15.1.10. Our pastoral team provides support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies.

15.1.11. Wellbeing clubs give the support required to have a proactive approach to preventing bullying. The Collegiate also has an **Anti-bullying Council**, with several of its members having trained as Anti-bullying Ambassadors through The Diana Award, they lead assemblies and raise awareness, linking the staff and student community.

15.1.12. The pastoral teams can direct students to the Spiritual Lead, who will give support and guidance to students of all faiths, perhaps at a time of family break-up, sickness, or bereavement. The Spiritual Lead will seek and encourage the development of tolerance, understanding and respect for others in a multi-faith community.

15.1.13. We take action to reduce the risk of bullying at those times and places where it is more likely to occur. Staff are always on duty at times when students are not in class and supervise the Collegiate site, particularly in areas where bullying might occur. They are trained to be alert to inappropriate language or behaviour.

15.1.14. We operate a buddy system and a peer mentoring system; whereby older students are encouraged to offer help and support to younger students.

15.1.15. We reserve the right to investigate incidents that take place outside school hours, on school visits and trips, and that occur outside the vicinity of the Collegiate, or online, which involve our students.

15.1.16. We expect all students to adhere to the **E-Safety – Digital Wellbeing Policy** and the **Student Acceptable Use Policy**. Certain sites are blocked by our filtering system and our IT Department monitors all use of the network.

15.1.17. Sanctions are imposed for the misuse, or attempted misuse of the internet.

15.1.18. We create an environment of good behaviour and respect, with helpful examples set by staff and older students, ensuring students understand what part they can play in preventing bullying.

15.1.19. We offer guidance on the safe use of social networking sites and cyberbullying in form time, assemblies, in Personal Development lessons and during whole Collegiate awareness weeks.

15.1.20. Guidance is offered on keeping names, addresses, passwords, mobile phone numbers and other personal details safe. The **E-Safety – Digital Wellbeing Policy** and **Student Acceptable Use Policy** provides guidance to students about staying safe online.

16. How do we respond to bullying?

16.1. Develop and implement an **Anti-bullying Policy** based on a consistently implemented whole Collegiate approach.

16.2. Raise awareness among staff, parents/carers and students about the issue of bullying and the Collegiate's attitude towards it, ensuring that the principles of the policy are known and understood.

16.3. Create an environment in which bullying is seen as inappropriate and unacceptable, including using sanctions as appropriate in accordance with the Collegiate's **Behaviour and Discipline Policy**. Serious incidents of bullying may lead to suspension or expulsion.

16.4. Be proactive in the prevention of bullying.

16.5. Be alert to bullying – if someone is seen to be in distress or being bullied, then ACT.

16.6. Recognise that bullying behaviour could also be a child protection issue. If at any stage there is a concern that a student has suffered or is at risk of suffering significant harm, the procedures in the Collegiate's **Child Protection and Safeguarding Policy** will be followed.

16.7. All reports and concerns of child-on-child sexual violence and harassment, including those that have happened outside the Collegiate premises or online will be responded

to in line with this policy. The threshold is known for reporting bullying to external agencies such as the police/children's services.

16.8. Ensure that students, parents/carers and staff are aware of what steps to take when an incident of bullying has occurred, that legal responsibilities are known and that sources of support are available.

16.9. Demonstrate to bullies that their behaviour is unacceptable and reassure victims that action will be taken to keep them safe. Both the bully and the victim will receive support from the pastoral team; through wellbeing clubs and/or the allocation of a Pastoral Key worker.

16.10. Clarify the extent of the problem and ensure that the schools allocate a proportionate amount of time and energy to bringing it under control.

16.11. Accurately record all incidents of bullying in the central bullying log on SharePoint "Pastoral Teams", including recording any sanctions given, and monitor the effectiveness of strategies for bringing it under control (see section on record keeping below).

16.12. Address with bullies and their problematic behaviour in a fair and firm, non-oppressive manner, and provide them with support to enable them to change their behaviour. The reasons underlying the bullying behaviour will be considered and if there is a concern that the student is at risk of significant harm, the procedures in the Collegiate's **Child Protection and Safeguarding Policy** will be followed.

16.13. Every reported case must be taken seriously and investigated fully, but tactfully. The victim needs discreet and sensitive support. Sometimes it is best not to act, but to listen, advise and keep watch.

16.14. If possible, set up a support group, enroll the help of the victim's friends or senior students whom he/she trusts and who may have undergone similar experiences. For example, one of our Peer Mentors.

16.15. Enable the victim to find a friend, change his/her roommate, seating in class etc.

16.16. Monitor new students, using the buddy system to support them.

17. What to do if you or someone you know is being bullied

17.1. There is a **"virtual" bully box** on the student app, their friends or any observer can inform the pastoral team.

17.2. Within Chapter House, students are encouraged to inform their form teacher or house staff of any issues or by using the Microsoft Form available through their Microsoft

Teams site. In addition to the **"virtual" bully box**, students are encouraged to bring any incidents of bullying to the attention of a member of staff with whom they feel comfortable, and to report to staff any bullying that they see that involves others.

17.3. Students could also speak to their Peer Mentor, Spiritual Lead, **Collegiate Counsellor** (**Sarah Ellis**, who can be contacted via Teams), or the **Independent Listener** (**Helen Atkinson**, who can be contacted directly on **07393147259** or via the Medical Centre/pastoral team/child protection team).

17.4. It is important that any concerns about bullying behaviour are passed on whether from inside school, outside school or in boarding.

18. Procedures for staff

18.1. A member of staff who learns of alleged bullying behaviour should:

18.1.1. Identify who the bullies and victims are and respond quickly and sensitively by offering advice, support and reassurance to the alleged victim.

18.1.2. Immediately report the matter to the pastoral team.

18.2. An appropriate member of staff will be appointed to establish the facts by individual interviews with the victim, witnesses and alleged bully and inform the school and boarding teams of their investigation.

18.3. Written records will be kept of all discussions.

18.4. If it is clear that there has been a misunderstanding that does not require further investigation or disciplinary action to be taken, this will be sympathetically explained to the alleged victim and the alleged bully(ies). They will be guided on how to modify their behaviour through support from the pastoral team so that the misunderstanding does not occur again. The situation will be monitored.

18.5. If it is believed that bullying has taken place, the member of staff dealing with the incident will decide on the appropriate course of action. The Head of Student Wellbeing **must** be informed in serious cases to decide on the action to be taken.

18.6. Action may include additional investigation and interviews taking place, following the procedures in the **Behaviour and Discipline Policy** and **Expulsion, Removal and Review Policy** where appropriate.

18.7. The parents of the students involved will be informed by the Head of Student Wellbeing or by a member of the pastoral team if it is believed that bullying has taken place and further action is required.

18.8. Where bullying behaviour has taken place, in addition to the responses set out earlier in this policy, the range of action to be taken may include the following:

18.8.1. Bullies should be challenged to confront their behaviour.
18.8.2. Reconciliation should always be attempted.
18.8.3. Bullying should always be punished in accordance with the Behaviour and Discipline Policy and the Collegiate's sanction systems.
18.8.4. Parents should be made aware and involved where serious bullying is occurring.
18.8.5. The victim and bully should be offered ongoing support.

18.9. The behaviour of the victim and the bully should be monitored.

18.10. If at any stage there is a concern that a student has suffered or is at risk of suffering significant harm, including the risk of self-harm, a report must be made to the Head of Student Welfare and Personal Development (DSL) in accordance with the Collegiate's Child Protection and Safeguarding Policy and the procedures in that policy will be followed.

19. Recording and monitoring

19.1. The Pastoral team will record the incident on the Central Bullying Log. The Head of Student Wellbeing monitors these records to enable patterns to be identified, both in relation to individual students and across the Collegiate, and to evaluate the effectiveness of the Collegiate's approach.

20. Sharing of data and confidentiality

20.1. This policy has been reviewed in accordance with the **Data Protection Act (2018)** and the **UK General Data Protection Regulation (UK GDPR, 1 January 2021)**. More information about **UK GDPR** can be obtained from the Information Commissioner's Office (ICO) website.

20.2. The Collegiate accepts it has a duty of care to ensure individuals' data is kept safe and secure and the Collegiate privacy notices for staff, parents and students provide information regarding the personal information we collect and hold; what we do with it; who we can share it with; and how long we retain data.

20.3. A privacy notice is available to view on the Collegiate website.

20.4. The Collegiate has a Data Protection Officer (DPO) who can be contacted directly at dpo@qe.org.

20.5. When sharing confidential information about a member of staff or student, the Collegiate has regard to its responsibilities under the **Data Protection Act (2018)** and to the **UK General Data Protection Regulation (UK GDPR, 1 January 2021)**, and where relevant, the **Education (Pupil Information) (England) Regulations (2005)**.

20.6.   Data Protection does not prevent the sharing of information for the purposes of keeping children safe.

21. Policy availability

2.1.   Parents, prospective parents, and carers can access this policy on the [Collegiate website](#).

2.2.   Hard or electronic copies of this policy can be requested from the PA to the Principal at [esd@qe.org](#).

2.3.   A hard copy can be made available to view during normal Collegiate opening hours, on request, from the PA to the Principal.

2.4.   This policy can be made available in large print or where possible an accessible format, if required.

2.5.   Policies are available to all staff on the Home SharePoint page - [Policies and Procedures 2023-25.](#)

Version Control Table

Version Number	Purpose/Change	Author	Date
1.0	• The **annual** policy review concluded on 31 May 2024. • This policy was published with effect from 13 June 2024. • Signed by the Collegiate Board 12 June 2024.	• Head of Student Wellbeing	01.06.2024
Amendment and updates	• **Updated links and references in the table on pages 2 and 3 to include:** ➢ Working together to safeguard children (DfE, 26 March 2015, updated 23 February 2024) ➢ Statutory framework for the Early Years Foundation Stage (DfE, 31 March 2014, updated 19 January 2024) Applies from 04 January 2024 ➢ Keeping children safe in education 2024 (Draft version issued May 2024, does not come into force until September 2024) ➢ Working together to improve school attendance (DfE, published May 2022, applies from 06 September 2022, updated 07 March 2024) ➢ Searching, screening and confiscation in schools (DfE, 14 February 2014, updated 19 July 2023) ➢ Sharing nudes and semi-nudes: advice for education settings working with children and young people (Department for Science innovation and Technology and UKCIS, 23 December 2020, updated 11 March 2024) ➢ Mobile phones in schools (DfE, 19 February 2024) ➢ Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance - GOV.UK • Addition of **section 20 Sharing of data and confidentiality.** • Addition of **section 21 Policy availability.**	• Head of Regulation • Head of Student Wellbeing	01.06.2024

1.1	• Updated links and references throughout this document and in the table on pages 2 and 3 to include: ➢ **Keeping children safe in education (DfE, September 2024) (KCSiE)** ➢ Working together to improve school attendance (DfE, published May 2022, applies from 06 September 2022, updated 19 August 2024) • Added to table on page 3 reference to the **QE Mental Health and Wellbeing Policy** and Information sharing advice for safeguarding practitioners (DfE, 04 July 2018, updated 01 May 2024)	• Head of Student Wellbeing • Head of Regulation	02.09.2024
1.2	• Added to the table on pages 3 and 4 ➢ Improving practice with children, young people and families (DfE, 15 December 2023, updated 11 October 2024) ➢ Promoting and supporting mental health and wellbeing in schools and colleges (DfE, 02 June 2021, updated 16 May 2024) ➢ Teaching online safety in schools (DfE, 26 June 2019, updated 12 January 2023)	• Head of Student Wellbeing • Head of Regulation	10.11.2024