ROEDEAN

POLICY TITLE	**Preventing and Tackling Bullying Policy**

Policy Area	Safeguarding
Author	Deputy Head: Pastoral
Relevant Statutory Regulations	Education (Independent School Standards) Regulations 2026 National Minimum Standards for Boarding Schools (DfE, May 2026) Education and Skills Act 2008 Children Act 1989 Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR) Equality Act 2010 Keeping Children Safe in Education (KCSIE 2026) Working together to safeguard children (HM Government, 2026)
Senior Team Lead	Deputy Head: Pastoral
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Contents

1 Aims 3
2 Scope and application 4
3 Regulatory framework 4
4 Responsibility statement and allocation of tasks 5
5 Publication and availability 6
6 Definitions 6
7 Bullying 6
8 Signs of Bullying 9
9 Anti-bullying culture and systems 10
10 Reporting concerns 13
11 Why incidents might not be reported 14
12 Assessment of concerns 15
13 Response to concerns 16
14 Supporting those severely impacted by bullying 17
15 Training 17
16 Risk assessment 17
17 Record keeping 18
18 Version control 18

Appendix

Appendix 1 Anti-Bullying Strategy 19
Appendix 2 Pupil's Guide to Responding to Bullying 21
Appendix 3 Cyberbullying: guidance for pupils 22
Appendix 4 A Parent's Guide - Bullying Behaviours 26

1 Aims

1.1 This is the anti-bullying policy of Roedean School.

1.2 The aims of this policy are:

1.2.1 to actively promote and safeguard the welfare of pupils at the School;

1.2.2 to maintain and drive a positive and supportive culture among all pupils and staff throughout the School; and

1.2.3 to prevent bullying, detect it when it occurs, and respond to it appropriately on a case-by-case basis;

1.2.4 to help to promote a whole school culture of openness, safety, equality and protection from all forms of harm and abuse.

1.2.5 to maintain and promote a positive and supportive environment where all pupils can thrive and be happy.

1.2.6 to ensure that pupils know how to recognise different forms of bullying and where to get help if they feel they are or another pupil is at risk of bullying; that they are aware of School procedures and have confidence to use them

1.3 In order to fulfil these aims, the School:

1.3.1 Ensures that the whole community of parents, pupils and staff understand what bullying is, recognise the signs and contexts and are aware of the procedures to follow if they have concerns.

1.3.2 Equips pupils with strategies which enable them to respond quickly to actual or perceived bullying behaviour towards themselves or others.

1.3.3 Reinforces the anti-bullying message with pupils across the School and in the curriculum.

1.3.4 Reinforces the anti-bullying message with parents through regular formal parent communications, informal communications which reinforce the School's aims and quick response to concerns as they are aired.

1.3.5 Reinforces the anti-bullying message with the whole staff community through regular, general and specific INSET, staff meetings and individual communications between staff members.

1.3.6 Provides a school Counsellor to support those who are the victims of bullying and those who are perpetrating bullying behaviours.

1.3.7 Provides Peer Listeners and an Independent Listener to support those who are the victims of bullying in tandem with other adult support services.

1.3.8 Ensures that all pupils understand the School's Behaviour Policy and the sanctions

1.4 This policy forms part of the School's whole school approach to promoting child safeguarding and well-being, which seeks to involve everyone at the school to ensure that the best interests of pupils underpins and is at the heart of all decisions, systems, processes and policies.

1.5 Early help and sharing of information are vital, as in all safeguarding issues. Staff induction and training will include how to manage preventing and tackling bullying as part

of their safeguarding training (and how to take action immediately and of the managing of reports), including peer on peer abuse and harassment.

1.6 Although this policy is necessarily detailed, it is important to the school that our policies and procedures are transparent, clear and easy to understand for staff, pupils, parents and carers. The School welcomes feedback on how we can continue to improve our policies.

2 Scope and application

2.1 This policy applies to the whole School.

2.2 This policy applies at all times when the pupil is:

2.2.1 in or at School (to include any period of remote provision);

2.2.2 representing the School or wearing School uniform;

2.2.3 travelling to or from School;

2.2.4 on School-organised trips;

2.2.5 associated with the School at any time; or

2.2.6 in the care of the School or not and the School becomes aware of an incident of bullying.

2.3 This policy shall also apply to pupils at all times and places in circumstances where failing to apply this policy may:

2.3.1 affect the health, safety or well-being of a member of the School community or a member of the public;

2.3.2 have repercussions for the orderly running of the School; or

2.3.3 bring the School into disrepute.

3 Regulatory framework

3.1 This policy has been prepared to meet the School's responsibilities under:

3.1.1 The Education (Independent School Standards) Regulations 2026;

3.1.2 National Minimum Standards for Boarding Schools (DfE, May 2026);

3.1.3 Education and Skills Act 2008;

3.1.4 Children Act 1989

3.1.5 Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**); and

3.1.6 Equality Act 2010.

3.2 This policy has regard to the following guidance and advice:

3.2.1 Keeping children safe in education (DfE, September 2026) (**KCSIE**);

3.2.2 Working together to safeguard children (HM Government, 2026)

3.2.3 Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government, March 2024);

3.2.4 Preventing and tackling bullying: advice for headteachers, staff and governing bodies (DfE, July 2017);

3.2.5 Sexual bullying: developing effective anti-bullying practice (Anti-bullying Alliance)

3.2.6 Searching, screening and confiscation: advice for schools (DfE, July 2022);

3.2.7 Behaviour in schools: advice for headteachers and school staff (DfE, February 2024)

3.2.8 Equality Act 2010: advice for schools (DfE, June 2018);

3.2.9 Relationships and sex education and health education (RSE) and health education (DfE, July 2025).

3.3 The following School policies, procedures and resource materials are relevant to this policy:

3.3.1 promoting good behaviour policy

3.3.2 risk assessment policy for pupil welfare

3.3.3 ICT acceptable use policy for pupils

3.3.4 online safety policy

3.3.5 safeguarding and child protection policy

3.3.6 smoking policy (pupils)

3.3.7 anti-substance and alcohol abuse policy

3.3.8 securing pupils' views and resolving complaints policy

3.3.9 policy on special educational needs, disability and learning support policy

3.3.10 school rules; and

3.3.11 relationships and sex education policy.

4 Responsibility statement and allocation of tasks

4.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.

4.2 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Deputy Head: Pastoral	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Deputy Head: Pastoral	As required, and at least termly

Task	Allocated to	When / frequency of review
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the School's processes under the policy	Deputy Head: Pastoral	As required, and at least annually
Formal annual review	Proprietor	Annually

5 Publication and availability

5.1 This policy is available in hard copy on request.

5.2 A copy of the policy is available for inspection from the School Office during the School day.

5.3 This policy can be made available in large print or other accessible format if required.

6 Definitions

6.1 Where the following words or phrases are used in this policy:

6.1.1 References to the **Proprietor** are references to the Council of Roedean School.

6.1.2 References to the **Head** may include deputies.

6.1.3 References to **Parent** or **Parents** means the natural or adoptive parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive parent of the pupil, but who has care of, or parental responsibility for, the pupil e.g. legal guardian, education guardian and / or host parent / carer.

7 Bullying

7.1 Bullying is always unacceptable and will not be dismissed as being normal or as "banter", "just having a laugh", "boys being boys" or simply "part of growing up". Bullying will not be tolerated by the School because:

7.1.1 it is harmful to the person who is bullied, to those who engage in bullying behaviour, and those who support them, and can in some cases lead to lasting psychological damage and even suicide;

7.1.2 it interferes with a pupil's right to enjoy their learning and leisure time free from intimidation; and

7.1.3 it is contrary to all our aims and values, our internal culture and the reputation of the School.

7.2 Bullying is behaviour by an individual or group that intentionally hurts another individual or group either physically or emotionally. It can be a single incident as well as behaviour repeated over time. Bullying is often motivated by prejudice against particular groups. Bullying may be:

7.2.1 **Physical**: hitting, kicking, pushing people around, spitting, shaking, biting, hair pulling or taking, damaging or hiding possessions;

7.2.2 **Verbal**: name-calling, gossiping, taunting, teasing, insulting, threatening or undermining, humiliating or demanding money;

7.2.3 **Non-verbal abuse**: hand signs or text messages (see also cyberbullying below);

7.2.4 **Emotional abuse:** controlling or manipulating someone, making silent, hoax or abusive calls;

7.2.5 **Exclusionary behaviour**: intimidating, isolating or excluding a person from a group;

7.2.6 **General unkindness**: constant criticism, spreading rumours or writing unkind notes, mobile phone texts or emails;

7.2.7 **Initiation / hazing type behaviour:** rituals which may include but is not limited to activities involving harassment, abuse or humiliation used as a way of initiating a person into a group;

7.2.8 **Low level disruptive behaviour:** wearing "banter" and "horseplay" over a prolonged period of time;

7.2.9 **Cyberbullying:** bullying that takes place using technology. This may include bullying through the use of mobile electronic devices, social media or gaming sites. See Appendix 1 to this policy for guidance for pupils about cyberbullying. The School's separate ICT acceptable use policy for pupils sets out the School rules about the use of technology including mobile electronic devices;

7.2.10 **Prejudice-based bullying:** bullying that is motivated by actual or perceived differences between children, such as where a child is adopted, in care or has caring responsibilities;

7.2.11 **Harmful sexual behaviours**: includes sexual harassment and sexual violence:

(a) **sexual harassment**: unwanted conduct of a sexual nature that can occur online and offline. It can include but is not limited to:

(i) sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;

(ii) sexual jokes or taunting;

(iii) physical behaviour such as deliberately brushing against someone, interfering with their clothes, displaying pictures, photos or drawings of a sexual nature;

(iv) online sexual harassment which may include: non-consensual sharing of sexual images and videos (sharing of nudes or semi-nudes images and videos, otherwise known as sexting or youth produced sexual imagery); inappropriate sexual comments on social media; exploitation; coercion and threats; upskirting.

Incidences of sexual harassment will be investigated to ensure they are not part of a wider pattern of sexual harassment and / or sexual violence.

(b) **sexual violence**: sexual offences under the Sexual Offences Act 2003, specifically rape, assault by penetration, sexual assault and causing someone to engage in sexual activity without consent.

7.3 **Discrimination-based bullying:** bullying may also be:

7.3.1 sexist: related to a person's sex or gender reassignment;

7.3.2 racist, or regarding someone's religion, belief or culture;

7.3.3 related to a person's sexual orientation (homophobic bullying);

7.3.4 related to pregnancy and maternity;

7.3.5 related to a person's home circumstances;

7.3.6 related to a person's disability, special educational needs, learning difficulty, health or appearance;

7.3.7 related to a person's age; or

7.3.8 **LGBT-based bullying**: Children who are lesbian, gay, bisexual, or transgender (**LGBT**) can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or are not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff to help counter homophobic, biphobic and transphobic bullying and abuse.

7.4 Racial, sexual, biphobic, transphobic or homophobic bullying and bullying someone because they have a disability are also hate crimes.

7.5 Not all bullying is deliberate or intended to hurt. Some individuals may see their hurtful conduct as "teasing" or "a game" or "for the good of" the other person. These forms of bullying are equally unacceptable but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions. If left unchallenged or dismissed low level disruption can have a wearing, and significant impact on targeted individuals exposed to such behaviour and may lead to a culture of failing to report. This is not a culture the School adopts.

7.6 A person who makes a physical or sexual assault on another, or who steals or causes damage to the property of another, commits a criminal offence. Bullying may also be regarded as threatening behaviour or harassment which can be either a criminal offence or a civil wrong. Certain acts of voyeurism e.g. upskirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing parts of their body or clothing not otherwise visible to obtain sexual gratification, or cause the victim humiliation, distress or alarm are criminal offences. Misuse of electronic communications could also be a criminal offence, for example it is an offence to send an electronic communication (such as a text message or email) to another person with the intent to cause distress or anxiety.

7.7 **Safeguarding and child-on-child abuse**

7.7.1 Bullying is closely connected with pupil well-being and therefore will often require a safeguarding response. Bullying demonstrates a lack of respect for others which can overlap with abusive and harassing behaviour and which, in turn, can lead to a culture of unacceptable behaviours and an unsafe environment for children. All this informs the school's zero-tolerance approach, and it is essential that all staff understand the importance of challenging inappropriate behaviours between peers that are actually abusive in nature.

7.7.2 Child-on-child abuse can occur both inside and outside of School and may be taking place whilst not being reported. A one size fits all approach is not appropriate for all pupils, and a contextualised approach for more vulnerable pupils, victims of abuse and pupils with special educational needs and disabilities or certain medical or physical health conditions may be required. 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 and create an unsafe environment for pupils. In worst case scenarios, dismissing sexual harassment can led to a culture that normalises abuse and pupils accepting it as normal and not coming forward to report it.

7.7.3 Technology is a significant component in many safeguarding and well-being issues. Pupils are at risk of abuse online as well as face to face. This can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.

7.7.4 In line with the School's aims and culture of openness and encouragement to report, the School's policy and procedures with regard to child-on-child abuse are set out in Appendix 3 of the School's child protection and safeguarding policy and procedures. Concerns about a pupil's welfare because they are the victim, witness or perpetrator of bullying behaviour must be reported in accordance with the child protection and safeguarding policy and appropriate action taken, taking into account the Local Safeguarding Partners' threshold document.

7.7.5 A Bullying incident will be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer harm.

8 Signs of Bullying

8.1 Bullying can cause serious psychological damage and even suicide. A pupil who is being bullied may amongst another things display some of the following signs:

8.1.1 Avoids coming to school, or avoids attending specific lessons or going into specific areas of the school

8.1.2 Changes to their usual routine with no apparent reason

8.1.3 Becomes more withdrawn or anxious than previously

8.1.4 Begins stammering

8.1.5 Threatens to run away or runs away

8.1.6 Threatens suicide

8.1.7 Begins to perform poorly at school

8.1.8 Frequently has missing or damaged possessions

8.1.9 Is always asking for extra money or never has money (j) Has unexplained injuries

8.1.10 Becomes aggressive, disruptive or unreasonable (l) Begins to bully others

8.1.11 Stops eating or attending meals

8.1.12 Is afraid to use the internet or a mobile phone

8.1.13 Becomes nervous when a message is received

8.1.14 Is reluctant to discuss reasons for any of the above

9 Anti-bullying culture and systems

9.1 It is everyone's responsibility to ensure, whatever the circumstances, that no-one becomes a victim of bullying. A person may be vulnerable to bullying because of their age, physical appearance, nationality, colour, sex, sexual orientation, gender reassignment, religion or belief, culture or learning difficulty, disability, home circumstances or because they are new in the School, appears to be uncertain or has no friends. They may also become a target because of an irrational decision by a bully.

9.2 Our expectation of all members of the School community is that:

9.2.1 everyone will uphold the School rules;

9.2.2 a pupil or a member of staff or volunteer who witnesses or hears of an incident of bullying will report it in accordance with the terms of this policy;

9.2.3 a complaint of bullying will always be taken seriously; and

9.2.4 no-one will tolerate unkind actions or remarks or stand by when someone else is being bullied.

9.3 In School and in every year group:

9.3.1 discriminatory and offensive words and behaviour are treated as unacceptable;

9.3.2 positive attitudes are fostered towards people with any protected characteristic including those who are disabled and towards ethnic, religious, cultural and linguistic groups within and outside the School;

9.3.3 positive attitudes are fostered towards gender and sexuality differences through the curriculum and tutorials; and

9.3.4 incidents of bullying which are based on protected characteristics will be distinguished in the School's records.

9.4 **Proprietor**

9.4.1 The Proprietor has overall responsibility for promoting and safeguarding the welfare of pupils at the School, ensuring that those in leadership and management positions actively promote pupil well-being. This includes ensuring that policies and procedures are in place and implemented effectively to:

(a) minimise the risk of bullying at the School so that pupils and staff feel safe and secure;

(b) intervene early in low-level disruption to prevent negative behaviours escalating;

(c) deal swiftly with allegations and incidents of bullying at the School so that pupils and staff feel confident that all incidents will be dealt with appropriately;

(d) consider incidences of sexual harassment in broad terms so that it is challenged in order to prevent the normalisation of behaviours which can provide an environment that may lead to sexual violence.

9.5 **Staff**

9.5.1 Through their training and experience, members of staff and volunteers are expected to promote an anti-bullying culture by:

(a) celebrating achievement;

(b) anticipating problems and providing support;

(c) adopting a proactive interactive approach to bullying by gathering intelligence about issues between pupils which might provoke conflict and developing strategies to prevent bullying occurring in the first place;

(d) disciplining perpetrators fairly, consistently and reasonably, taking into account any special educational needs or disabilities of the pupil, taking into account the motivations and any underlying safety concerns of the perpetrator and providing support as appropriate;

(e) being alert to the fact that some victims, witnesses and perpetrators may themselves be vulnerable to bullying or harassment following any report of sexual violence or sexual harassment;

(f) making opportunities to listen to pupils;

(g) acting as advocates of pupils;

(h) exercising professional curiosity and knowing what to look for in order to detect abuse and to identify children who may be in need of help or protection;

(i) reporting concerning behaviour in accordance with the provisions outlined in this policy, adopting a "it could happen here" approach.

9.5.2 Members of staff and volunteers are vigilant at all times but particularly:

(a) at the start and end of the school day when pupils arrive and leave the site;

(b) before lessons;

(c) in the queue for the dining hall and in the dining hall itself;

(d) in School corridors;

(e) on School transport / School trips;

(f) in boarding houses.

9.5.3 Bullying is regularly discussed in staff meetings. The result of these meetings is to feedback information about friendship patterns, particular incidents, any pupil who seems to be isolated, any growing "power base" and any known conflict between pupils so that strategies can be developed to prevent bullying incidents.

9.6 **Pupils**

9.6.1 Through the School's pastoral care systems, pupils are informed and taught that bullying will not be tolerated in the School. They are encouraged:

(a) to celebrate the effort and achievements of others;

(b) to hold and promote positive attitudes;

(c) to feel able to share problems with staff;

(d) to turn to someone they trust, if they have a problem;

(e) not to feel guilty about airing complaints;

(f) to be kind, considerate and tolerant towards others;

(g) to be aware of the impact their behaviour can have on others;

(h) to challenge their peers if they are unkind to others;

(i) to celebrate the diversity of others;

(j) to use technology safely and securely and to be aware of the risks and impact of the use of technology on themselves and others.

9.6.2 Measures are taken throughout each year to educate pupils about bullying and this policy. These measures include:

(a) the PSHE and relationships and sex education curriculum includes lessons on bullying;

(b) the School community will challenge stereotypical opinions so negative views are not perpetuated e.g. misogyny;

(c) anti-bullying posters placed around the School;

(d) anti-bullying messages are given in assemblies;

(e) once a year we hold an anti-bullying week

(f) online safety is a key aspect of all areas of the curriculum. Parents are informed about online safety issues and the School's strategies to safeguard pupils through correspondence and through the weekly Parent Bulletin. See the School's online safety policy for further information about the School's online safety strategy

9.6.3 The School recognises that children with special educational needs and disabilities and certain medical or physical health conditions can face additional safeguarding challenges, including the potential to be disproportionately impacted by behaviours such as peer group isolation bullying, without outwardly showing any signs. The School will consider extra pastoral support for pupils with special educational needs and disabilities, as required.

9.6.4 The following pupil guides to responding to bullying are set out at Appendix 2:

(a) How to Respond If You Feel You May Be Being Bullied

(b) How to Respond If You Think Someone Else Is Being Bullied and How to Prevent Bullying

9.7 **Parents**

9.7.1 The School will take active measures to promote an anti-bullying culture and make it clear to parents that bullying amongst pupils or towards staff will not be tolerated by the School.

9.7.2 School-recommended resources will be shared via the weekly parent bulletin

10 Reporting concerns

10.1 Pupils

10.1.1 The Medical Centre provides specific help to support pupils, such as making referrals to the school counsellor or dealing with situations resulting in anxiety or emotional breakdown.

10.1.2 A pupil who is being bullied, or who is worried about another pupil being bullied, should tell someone without delay and can do so in several ways. They can:

(a) tell their parents, Housemaster / Housemistress, Form Tutor or any member of staff or volunteer at the School or responsible older pupil;

(b) The pastoral managers and school counsellors can support any pupils affected by bullying. Pupils may access the School Counsellor, counsellor@roedean.co.uk and may email the Pastoral Managers, pastoralmanagers@roedean.co.uk

(c) contact the NSPCC Helpline (0808 800 5000) or Childline (0800 1111) or the Children's Commissioner (0800 528 0731)

10.2 Parents

10.2.1 We actively encourage parents and guardians to support us in preventing bullying within the School. Parents along with peers will probably be the first to hear of a bullying incident or notice a change in a pupil's behaviours or moods.

10.2.2 Parents who are concerned that their child is being bullied should inform their child's form tutor or Head of Year without delay.

10.2.3 More detailed guidance is set out at Appendix 4 A Parent's Guide - Bullying Behaviours.

10.2.4 Whenever a case of bullying is uncovered the parents or guardian of both the victim and the bully would be informed either in writing or by personal contact.

10.3 Staff

10.3.1 A member of staff or volunteer who learns of alleged bullying behaviour should:

(a) respond quickly and sensitively by offering advice, support and reassurance to the alleged victim;

(b) listen carefully and keep an open mind;

(c) not ask leading questions;

(d) reassure the child but not give a guarantee of confidentiality; and

(e) report the allegation to the pupil's Head of Year as soon as possible;

10.3.2 The pupil's Head of Year must inform the Deputy Head: Pastoral and contact the relevant Form Tutor to agree on a strategy for dealing with the matter.

10.3.3 If the alleged bullying behaviour raises a safeguarding concern, the matter should be reported in accordance with the School's child protection and safeguarding policy and procedures before further investigation is carried out. In the case of bullying potentially involving harmful sexual behaviours, staff will follow guidance set out in Part 5 of KCSIE.

10.3.4 This policy focuses mainly on the bullying of pupils by pupils (i.e. child-on-child) although it is recognised that a staff member could be a victim of and on occasion may be perceived to be the perpetrator of bullying behaviour. The bullying of staff, whether by pupils, parents or other colleagues, is unacceptable. Staff members who are concerned about being bullied or harassed should refer to the School's Staff Handbook. Pupils and parents who feel that a member of staff is bullying should report this in accordance with the procedures set out above.

11 Why incidents might not be reported

11.1 There are many reasons why a pupil who has suffered bullying may be reluctant to report it. They may become demoralised and may think, for example:

11.1.1 it is telling tales;

11.1.2 they won't believe me because the person I am complaining about is popular and I am not, and I will become even more unpopular;

11.1.3 the things they are saying and doing are too embarrassing to discuss with an adult;

11.1.4 it is all my fault anyway for being overweight / too studious etc;

11.1.5 there are too many of them; there is nothing the staff can do;

11.1.6 it will get back to my parents and they will think less of me;

11.1.7 I will just try and toughen up and grow a thicker skin;

11.1.8 I will lie low and not draw attention to myself;

11.1.9 this is a normal part of growing up and going to school.

11.2 There are also reasons why a pupil who has witnessed or learned of bullying behaviour may not want to make a report. They may think:

11.2.1 it is "grassing" and I will become unpopular;

11.2.2 it is not my concern anyway;

11.2.3 I don't like the victim and I would find it embarrassing to be associated with them.

11.3 Any of these responses would be contrary to our culture at the School. When we implement this policy we encourage every pupil (and their parents) to understand that:

11.3.1 every complaint of bullying will be taken seriously;

11.3.2 members of staff and volunteers will deal with a complaint correctly and effectively in accordance with their experience and the training they have received;

11.3.3 there is a solution to nearly every problem of bullying;

11.3.4 a pupil who complains will receive support and advice and in many cases the problem can be dealt with on a no-names basis;

11.3.5 the primary aim will be for the bullying to cease, not the punishment of the bully unless this is necessary;

11.3.6 we may need to support the bully as well so we can address the causes of bullying behaviour.

12 Assessment of concerns

12.1 The pupil's Head of Year will normally see the victim and (unless the case is very serious) any witnesses without delay and form an initial view of the allegation. The assessment will consider:

12.1.1 the nature of the incident(s): physical? sexual? verbal? exclusionary? etc

12.1.2 is it a "one-off" incident involving an individual or a group?

12.1.3 is it part of a pattern of behaviour by an individual or a group?

12.1.4 has physical injury been caused?

12.1.5 who should be informed: Head? Parents? the School's Designated Safeguarding Lead? children's social care? the police?

12.1.6 can the alleged bully be questioned without disclosing the victim's identity?

12.1.7 what is the likely outcome if the allegation proves to be correct?

12.2 At this stage, the possible outcomes for an incident which is not too serious include:

12.2.1 there has been a misunderstanding which can be explained sympathetically to the alleged victim with advice to the alleged bully; or

12.2.2 the complaint is justified in whole or in part, and further action will be needed.

12.3 If at any stage the alleged bullying behaviour raises a safeguarding concern, the School's child protection and safeguarding policy and procedures should be followed before further investigation is carried out. This will always be the case where consensual or non-consensual sharing nude or semi-nude images or videos / sexting or other harmful sexual behaviours are involved. Where bullying allegedly involves youth produced sexual imagery, staff will not view or forward sexual imagery reported to them and will follow the School's policy on sharing consensual or non-consensual nude and semi-nude images as set out in Appendix 1 of the School's safeguarding and child protection policy and procedures.

12.4 Otherwise, in cases where the pupil's Head of Year believes that serious bullying behaviour has occurred involving a pupil or has recurred after warnings have been given to the "bully" they will refer the matter to the Deputy Head: Pastoral.

12.5 The Deputy Head: Pastoral will:

12.5.1 interview the alleged victim, bully and any witnesses separately, in order to establish the facts of the case. They may decide to ask another senior member of staff to be present; and

12.5.2 send a summary of their findings to the Head and other relevant staff.

12.6 Together with the Head, the Deputy Head: Pastoral will decide on the action to be taken in accordance with this policy.

12.7 The Head will notify the parents of the victim and bully giving them details of the case and the action being taken. Such action may include further investigation and action in accordance with the School's behaviour and discipline policy.

13 Response to concerns

13.1 When a complaint of bullying behaviour is upheld, the range of responses may include one or more of the following:

13.1.1 consideration as to whether the bullying incident should be addressed as a safeguarding concern and if so, the School's child protection and safeguarding policy and procedures will be followed;

13.1.2 advice and support for the victim and, where appropriate, establishing a course of action to help the victim, including support from external services where appropriate;

13.1.3 advice and support to the bully in trying to change their behaviour. This may include clear instructions and a warning or final warning;

13.1.4 consideration of the motivation behind the bullying behaviour and whether external services should be used to tackle any underlying issues of the bully which contributed to the bullying behaviour. If these considerations give rise to safeguarding concerns relating to the bullying, the School's child protection procedures will be followed;

13.1.5 a supervised meeting between the bully and the victim to discuss their differences and the ways in which they may be able to avoid future conflict (only with the victim's express agreement);

13.1.6 a disciplinary sanction against the bully, in accordance with the School's behaviour and discipline policy. In a very serious case or a case of persistent bullying, a pupil may be required to leave the School permanently in accordance with the School's behaviour and discipline policy. Any disciplinary action will be applied fairly, consistently and reasonably, taking into account any special educational needs or disabilities and the needs of vulnerable pupils;

13.1.7 action to break up a "power base";

13.1.8 confiscation of mobile electronic devices, increased monitoring procedures or limiting access to the School's internet and email facilities if cyberbullying (see also the School's ICT acceptable use policy for pupils);

13.1.9 moving either the bully or victim to another House or form group after consultation with the pupil, their parents and the relevant staff;

13.1.10 involving children's social care or the police;

13.1.11 notifying the parents of one or both pupils about the case and the action which has been taken;

13.1.12 notifying external agencies where appropriate;

13.1.13 such other action as may appear to the Head to be appropriate.

13.2 The position should be monitored for as long as necessary thereafter. Action may include:

13.2.1 sharing information with some or all colleagues and with pupils in the Form / Year / House so that they may be alert to the need to monitor certain pupils closely;

13.2.2 ongoing counselling and support;

13.2.3 vigilance;

13.2.4 mentioning the incident at meetings of staff;

13.2.5 reviewing vulnerable individuals and areas of the School.

14 Supporting those severely impacted by bullying

14.1 The School recognises that removing bullied pupils from school is disruptive and can make it difficult to reintegrate. The School understands in some circumstances, however, the consequences of being bullied may have had a severe impact on a pupil's social, emotional or mental health and may have impacted seriously on a pupil's ability to learn.

14.2 The School will do all that is reasonably possible to ensure bullied pupils continue to attend school and maintain their educational progression by putting in place proportionate short term alternative on-site provision plans where necessary.

14.3 If the pupil is considered to have significantly greater difficulty learning than the majority of those the same age because of the impact of the bullying, the School will consider whether the pupil will benefit from being assessed for special educational needs.

15 Training

15.1 Staff

15.1.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff (including governors) and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles especially:

(a) having an understanding of the groups who may be more vulnerable to bullying;

(b) awareness of the risk and indications of bullying, and how to deal with cases;

(c) counselling skills (including bereavement);

(d) awareness of the risks of child-on-child abuse including sexual violence and sexual harassment and how bullying may give rise to safeguarding concerns.

15.1.2 The level and frequency of training depends on role of the individual member of staff.

15.1.3 The School maintains written records of all staff training.

15.2 Pupils

15.2.1 We emphasise with older pupils the role which is expected of them in setting a good example and being helpful to younger pupils and each other. Prefects, House Captains and other pupils in leadership positions are required to role model positive behaviour.

15.2.2 Prefects receive training on recognising bullying behaviour and ensuring that they use their position effectively.

16 Risk assessment

16.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

16.2 The format of any such risk assessment may be a stand-alone document or recorded on the School's electronic safeguarding management system. It may vary and may be included as part of the School's overall response to a welfare issue and include the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the format used, the School's approach to promoting pupil welfare will be systematic and pupil focused.

16.3 The Head has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored, evaluated and reviewed.

16.4 Day to day responsibility to carry out risk assessments under this policy will be delegated to Heads of Year / Housemistress / Deputy Designated Safeguarding Leads have been properly trained in, and tasked with, carrying out the particular assessment.

17 Record keeping

17.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

17.2 School staff maintain records of the welfare and development of individual pupils. Every complaint or report of bullying is recorded centrally and monitored to enable patterns to be identified, both in relation to individual pupils and across the school as a whole and to evaluate the effectiveness of the School's approach.

17.3 The Pastoral Managers will maintain a centralised record of all allegations or reports of bullying, including details of those involved and the action taken.

17.4 The Deputy Head: Pastoral will monitor the centralised record of bullying incidents on a regular basis to identify patterns in behaviour and the effectiveness of the School's anti-bullying procedures.

17.5 The records created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School will use personal data. The School's approach to data protection compliance is set out in the Data Protection and ICT Acceptable Use policy. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy; this includes the School's Data Protection and ICT Acceptable Use policy.

18 Version control

Date of adoption of this policy	September 2026
Date of last review of this policy	August 2026
Date for next review of this policy	August 2027
Policy owner (SMT)	Deputy Head: Pastoral
Policy owner (Proprietor)	Council of Trustees

Appendix 1 Anti-Bullying Strategy

Action and objective	Success criteria	Key staff responsible
Deputy Head Pastoral to work with the Heads of Year to devise a specific strategy to promote kindness and respect in Year 8 and 9. Year group assemblies, key stage assemblies and PSHE to focus on themes such as respect, kindness and the use of social media.	Reduction in the number of cases specifically in Years 8 and 9.	RJH
Heads of Year to flag cases early so that interventions and resolutions can be put in place promptly and can be solved at an informal stage.	Reduction in the number of cases that require a formal outcome.	RJH
Pupils who are implicated in more than one case will receive individual support to further explore maintaining positive relationships and understanding the consequences of their actions, words and activity on social media.	Reduction in the number of girls who are repeatedly involved in cases of bullying and unkindness.	RJH
Year group assembly at the end of Year 7 on the changing nature of friendship groups. Opportunities for pupils to discuss how their friendships are changing and the need to ensure members of the year group do not become isolated.	Reduction in the number of cases in Year 8.	RJH
Special assembly organised to explicitly convey how bullying is dealt with at Roedean. Explore the different kinds of bullying experienced, ways to get support and aspects of the current policy. Involve students in the assembly. Consider video clip of student who has previously encountered bullying and has overcome it.	Students have developed understanding of how bullying is managed at Roedean and how to access support if required.	RJH
Anti-bullying training for key members of staff. Proactive prevention strategies discussed alongside managing live cases of bullying. Consider ongoing training throughout the year on different aspects of bullying e.g	Increase the skills, knowledge and understanding of anti-bullying strategies and increase confidence in managing cases of bullying.	RJH

homophobic, sexist, racists, SEND etc		
Establish an email distribution list for circulating anti-bullying materials and updates to key staff.	The anti-bullying message is sustained and becomes part of the school cultures.	Pastoral Managers
Evaluate the current bullying logs and evaluate the effectiveness of the current model of logging/recording.	All bullying incidents, actions and outcomes are recorded effectively.	RJH
Each Head of Year to write up a case study of a bullying incident making references to the strategies that have proved effective. Share these cases studies with other HOYs and Form Tutors.	Increase the skills, knowledge and understanding of anti-bullying strategies and increase confidence in managing cases of bullying.	HOYs
Students to carry a small card which clearly shows students how to access support for themselves and others in the event of bullying	All students know how to access support for themselves and others	RJH

Appendix 2 Pupil's Guide to Responding to Bullying

1. How to Respond If You Feel You May Be Being Bullied

a. There is no 'right or wrong' way to deal with a situation in which you feel you are being bullied.

b. You should not feel bad if you do not feel able to act at all. However, the following steps should help:

i. Walk away quickly and confidently, even if you don't feel that way inside

ii. There is lots of support available to you. Discuss the problem with your friends, a peer listener, tell a member of staff or ask your friends to tell a member of staff on your behalf. It doesn't matter who you talk to, as long as you talk to someone that you trust.

iii. If you feel confident enough or you feel like the behaviour may not be intended, communicate to the person that her words/actions are upsetting and are not wanted and ask them to stop. She may not be intending to upset you.

iv. If bullying occurs via social networking sites or mobile technologies, copies should be printed and given to or information forwarded electronically to a member of staff. If bullying occurs through sexting or the sending of unsuitable images, these should not be forwarded electronically but reported to the DSL. See also Appendix 3 for further information about dealing with cyberbullying.

v. If you do not want to talk to an adult in school or a member of your family, you can talk to the school's independent listener: Mrs Carolynn Bains (07398 030187) roedeanindependentlistener@gmail.com.

2. Pupil's Guide - How to Respond If You Think Someone Else Is Being Bullied and How to Prevent Bullying

a. We all have a responsibility towards each other. If you witness something or someone tells you something that makes you believe another pupil may be being bullied, tell a teacher or another adult you trust.

b. If you see an incident occurring and it is safe to do so, fetch help.

c. If you cannot fetch help or you have heard something that gives you concern, talk to a peer listener, a teacher or another adult you trust as soon as you can.

d. Give support to other pupils who feel they may be bullied.

e. If someone tells you that a comment or behaviour you have made has upset them, apologise and make sure the person is aware that you did not intend to upset or hurt them.

f. If someone you know is behaving differently or demonstrating any of the potential signs of bullying above, tell a teacher, even if you are not sure if such behaviour amounts to bullying behaviour.

Appendix 3 Cyberbullying: guidance for pupils

1 The Department for Education's guidance Preventing and tackling bullying (DfE, July 2017) states that "*The rapid development of, and widespread access to, technology has provided a new medium for "virtual" bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all time of the day, with a potentially bigger audience, and more accessories as people forward on content at a click*".

2 Cyberbullying is bullying that takes place using technology.

2.1 It can take the form of many behaviours including:

a) harmful messages (text, instant, multimedia, email)

b) impersonating another person online

c) sharing private messages

d) uploading photographs or videos of another person that leads to shame and embarrassment

e) creating hate websites / social media pages

f) excluding people from online groups.

3 Pupils should remember the following:

3.1 use the security settings when using technology;

3.2 regularly change your password and keep it private;

3.3 always respect others - be careful what you say online and what images you send;

3.4 think before you send - whatever you send can be made public very quickly and could stay online forever;

3.5 if you or someone you know are being cyberbullied, **tell someone**. You have the right not to be harassed or bullied online. Tell an adult you trust - your parents, any member of staff or volunteer, the School's independent listener Carolynn Bain 07434655178 or a helpline such as the NSPCC Helpline (0808 800 5000) or ChildLine on 0800 1111;

3.6 don't retaliate or reply online;

3.7 save the evidence - learn how to keep records of offending messages, pictures or online conversations. Ask someone if you are unsure how to do this. This will help to show what is happening and can be used by the School to investigate the matter;

3.8 block the bully. Most social media websites and online or mobile services allow you block someone who is behaving badly;

3.9 don't do nothing - if you see cyberbullying going on, support the victim and report the bullying.

4 You may find the following websites helpful:

4.1 http://www.childnet.com/young-people

4.2 https://www.ceopeducation.co.uk

4.3 https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/

4.4 https://www.saferinternet.org.uk/advice-centre/young-people

4.5 https://mysafetynet.org.uk/

4.6 https://www.ceop.police.uk/Safety-Centre/How-can-CEOP-help-me-YP/

4.7 https://www.bbc.co.uk/teach/topics/cp440njz78zt

5 Please see the School's ICT Acceptable Use Policy for pupils which sets out the School rules about the use of technology including mobile electronic devices. Internet safety measures (including use of filters and monitoring of usage and mobile technology] are set out in the School's online safety policy and /or the ICT Acceptable Use Policy for pupils.

6 For further information and guidance about cyberbullying and e-safety, please see the Department for Education's Advice for parents and carers on cyberbullying (DfE, November 2014).

Appendix 4 A Parent's Guide - Bullying Behaviours

1.1.1 If you are concerned your daughter is being bullied:

(a) Parents should contact their daughter's Housemistress, Head of Year or Form Tutor if they know or suspect that their child or another pupil is being bullied, even if there is no tangible evidence without delay.

(b) If parents believe their daughter is being bullied by a member of staff they should contact the Deputy Head: Pastoral.

(c) If a pupil confides in their parents, parents are encouraged to reassure the pupil and stay calm and supportive towards her.

(d) If a pupil is willing or able to give details, any of the information below is helpful to note down the facts to support the School taking action:

(i) Who was involved?

(ii) Where did it take place, when and how often?

(iii) Why did it take place?

(iv) What form did the bullying take?

1.1.2 When a parent contacts the School to report a case of bullying, the School will fully investigate the allegation in accordance with this policy and keep parents and guardians informed of the process of resolving the issue.

1.1.3 If you are concerned your daughter may be bullying someone:

(a) At times all young people behave inappropriately and it is important that parents work with their child and the School to address any bullying behaviour and help modify the patterns of behaviour which are causing a pupil to bully. It is helpful to recognise some of the reasons why pupils behave in this way from time to time:

(i) They are not aware of how hurtful it is

(ii) They are copying the behaviour of people they admire

(iii) They are seeking to feel powerful because of low self esteem

(iv) They have a temporary difficulty integrating in their peer group

(v) They are bullying others because of encouragement from friends

(vi) They are going through a difficult time personally and need help

1.1.4 If parents are concerned that their daughter might be acting inappropriately, the best way to help them overcome this issue is to address it. Some suggestions may be:

(a) Talk with their daughter and help her to understand that what she is doing is unacceptable as it is likely to be making others unhappy.

(b) Try and explore why their daughter might be behaving this way and how she could change her behaviour or seek support from a teacher or adult to address any underlying concerns she has.

(c) Liaise with the School so that both the School and parents can explore together where the School can support the pupil and provide help and guidance if appropriate, as well as ensuring other pupils affected are supported.

(d) Make time to have regular chats about how things are going at school.