



Our Mission Statement – the reason our College exists

“Living & Growing in the Light of the Gospel”

With Christ at the centre of our learning, we:

- *Help young people to achieve their greatest potential*
- *Guide their intellectual growth, nurture their God-given talents, and inspire them to live in service to others*
- *Aim to develop honest, confident, responsible and compassionate members of society, based on the educational values of Blessed Antonio Rosmini*

Our Vision Statement – the long-term change resulting from our work

“Strength of Mind, Strength of Values, Strength of Purpose”

Strength of Mind

We aim to enable our students to be truly independent thinkers and to think ‘big’ ideas, using their creative instincts. We aim to empower our students to develop resilience through a growth mind set adopting a ‘not yet....’ rather than a ‘can’t do....’ attitude to their learning and their personal development. We aim to develop young people to become critical thinkers with the capacity for original thought and ideas. We aim to cultivate young minds to accept and welcome failure as a natural part of self-improvement and personal growth – how can we know how to improve unless we first fail?

Strength of Values

Ratcliffe College’s educational ethos and Christian values are emphasised by a strong sense of moral purpose and commitment to doing what is right for children and young people. With Christ at the centre of our learning, we educate young people to live their lives based on the Gospel Values: faithfulness and integrity, dignity and compassion, humility and gentleness, truth and justice, forgiveness and mercy, tolerance and peace, service and sacrifice.

As Christians, we hear the call of the Gospel to seek perfection by loving God and others with all our strength, anchored by our School motto, *Legis Plenitudo Charitas*: ‘Love is the fulfilment of the Law’. We aim to educate young people to see Christ in others and to help those less fortunate than themselves or those in need. As a through school with children from 3 to 18, we aim to instil a deep sense of community and belonging to the Ratcliffe College family of Schools: Nursery, Preparatory and Senior.

Strength of Purpose

Finally, we aim to educate young people to have a strong sense of who they are and their purpose in the world. We aim to inspire our young people to become the leaders of the future. Our aim is to nurture the God-given talents of every student, whether academic or part of the co-curriculum, so that they achieve their greatest potential and are equipped academically, socially, emotionally and spiritually to go forth and make a positive difference to the communities in which they live and work.

ANTI-BULLYING POLICY

This policy has been written for all three sections of the School

Author: Clement Donegan	Receiver: All staff/Governors
Date: July 2021	Next Review: July 2022

This policy is reviewed annually by the Governing body,

Signed..... (Mrs Louise Marsden, Chair of Governors)

Signed (Mrs Teresa Gamble, Governor responsible for Safeguarding and Child Protection)

Signed (Mr Clement Donegan, Deputy Head Pastoral/DSL)

The Deputy Head Pastoral is responsible for implementing the anti-bullying policy.

Introduction

We are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at Ratcliffe College. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

This policy has been written with regard to the guidance set out in the Department for Education '[Preventing and Tackling Bullying, July 2017](#)' and in accordance to ISI Regulatory Requirements 2018-2019) and National Minimum Standards for Boarding, April, 2015. It also includes a separate section on cyber. Safe and responsible use of electronic communication can be found in the Mobile and On-line Technology Safety Policy and within the School AUP. This policy also takes regard of 'The Equality Act 2010', Part 6 Education, Chapter 1 Schools, which came into force in April 2011. The policy was reviewed and updated in June 2019 as part of the College's external validation by Leicestershire County Council as part of being awarded the Anti-bullying Gold Award.

After the introduction of the safeguarding programme, CPOMS, as of September 2020 staff can make the DSL/Deputy Head Pastoral/DDSL aware of a bullying concern by logging it on CPOMS.

Aims and Objectives

- To create a happy, well-ordered and caring community and that we take bullying seriously;
- To raise awareness among students, parents, staff and governors as to what constitutes bullying behaviour;
- To communicate to students, parents, staff and governors why bullying is unacceptable, that it will not be tolerated and that target of bullying will be supported;
- To communicate to students, parents, staff and governors what the school policy is on bullying, and follow it when bullying is reported;
- To reduce incidents of bullying through the implementation of appropriate strategies, preventative and proactive as well as reactive;
- To ensure that students have knowledge of, and access to, a support structure within the School so they can share worries and seek help;

- To implement strategies for treating perpetrators and targets of bullying which effect appropriate behaviour changes.

Definition of bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally (Preventing and Tackling Bullying). The main features of bullying are deliberate aggression, unequal power relationships, behaviour which results in pain or distress, bullying physical or emotional can cause psychological damage and even suicide.

Although bullying is not a specific criminal offence, there are laws which apply to harassment and threatening behaviour. Cyber-bullying can infringe criminal laws including the Harassment Act (1997) and the Communications Act (2003).

Four types of bullying

Verbal

Being insulting, threatening, abusive, offensive, hurtful, spreading rumours; using sarcasm; nasty teasing.

Emotional or Psychological

Behaviour or body language which others find intimidating, unfriendly, threatening, tormenting; excluding from friendship or working groups, spreading rumours, making silent or offensive phone calls, making things up to get other people into trouble or peer pressure to behave in inappropriate ways.

Cyber bullying

Cyber-bullying is the use of information and communication devices such as computers, laptops, tablets, gaming devices mobile phones and services to bully, harass or intimidate an individual or group. It can be spoken or written or placed on computer/mobile text messages or images on camera phones/internet sites/chat rooms/social networking sites. It can be by posting or sharing insulting messages, rumours or photos online or sending offensive text messages. Additional information on cyber-bullying can be found in the Mobile and Electronic Devices Policy.

Physical

Violence of any form - pushing, kicking, punching, hitting, taking, pinching, biting and shoving and damaging or hiding belongings. Inappropriate hand gestures or groping. See above.

Reasons why someone might be bullied

Racial, Religious and Cultural

Offensive mimicry; racial, religious and cultural taunts or jokes; wearing of provocative badges or insignia; derogatory racial, religious and cultural graffiti; making fun of customs, accent or dress; refusal to co-operate or work with others of a different culture. Bullying because of a person's religious belief.

Homophobic, Transphobic and Biphobic Bullying

Homophobic, transphobic and biphobic bullying are the official terms that describe bullying motivated by the irrational hatred, intolerance, and/or fear of lesbian, gay, bisexual and transgender (LGBTQ) people. This can involve any hostile or offensive action against lesbians, gay males, bisexual, transgender people or those perceived to be lesbian, gay, bisexual or transgender. This may include a person receiving threats to 'out' them and tell their friends and family about their sexuality or gender or being compared to LGBTQ celebrities or characters that portray particular stereotypes of LGBTQ people.

Sexual/sexist

Bullying because of gender or focusing on the issue of sex. Inappropriate hand gestures or groping.

Special Educational Needs and Disability

Bullying because of a specific learning need or physical or mental disability.

Appearance or health

Bullying based upon appearance or health conditions.

Home circumstances

Bullying based on a person's home circumstances.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been confiscated by a member of staff who has been formally authorised by the Headmaster, that a staff member may examine data or files, and delete these, where there is good reason to do so. Parental consent is not required to search a student's phone, if there are sufficient grounds to do so.

If an electronic device that is prohibited by the school rules has been confiscated and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must pass the device to Mr Clement Donegan (Deputy Head Pastoral and DSL), who will give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. Only a member of SLT would be required to view or delete files if they do not suspect it contains evidence in relation to an offence. The SLT can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

Arrangements for dealing with Peer-on-Peer abuse, Child-On-Child sexual violence and Sexual Harassment, including sexting and any other relevant issues and how victims are supported:

We have a robust programme in place to promote healthy relationships within our curriculum, Tutor Programme and the PSHCE programme.

See Appendix 3 b) - Response to reports of Sexual violence or sexual harassment (KSCIE Part 5)

We recognise that abuse can take many forms including abuse by one or more pupils against another pupil. This may be an isolated incident or indeed a series of incidents over a period of time. **All** staff at Ratcliffe College should be aware that safeguarding issues can manifest themselves via peer-on-peer abuse.

Peer on peer abuse 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;
- 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).

No form of abuse will be tolerated or passed off as 'banter', 'just having a laugh' or part of 'growing up'. Victims of peer-on-peer abuse are supported through the College's pastoral care and disciplinary systems, and if necessary pupil welfare plans and contracts of behaviour will support all pupils involved.

Colleagues are requested that where there is 'reasonable cause to suspect that a child is suffering, or *likely* to suffer, significant harm', that any such abuse will be referred to local agencies. In the event of disclosures about child-on-child abuse, colleagues are expected to treat all children involved, whether perpetrator or victim, as being "at risk". Staff **must** treat such incidents in the same way as any other safeguarding or bullying matter and follow the procedures set out in this policy and in the Anti-Bullying Policy and refer it to the DSL or Deputy immediately through CPOMS or on a written statement which is signed and dated.

Child-on-child sexual violence and sexual harassment

- KCSIE 2021 Part 5 and the separate guidance 'Sexual violence and sexual harassment between children in schools and colleges' 2021 sets out how schools and colleges should respond to reports of sexual violence and sexual 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 occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.
- All staff at Ratcliffe College are advised to maintain an attitude of 'it could happen here'.
- Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college.
- Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.
- Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be 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.
- But it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they

are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report

The Governing body are aware of the DfE detailed advice to support schools and colleges. The advice – **Sexual violence and sexual harassment between children in schools and colleges (September 2021)** includes what sexual violence and harassment looks like, important context to be aware of, related legal responsibilities for schools and colleges and advice on a whole school approach to preventing child-on-child sexual violence and sexual harassment.

Reports of child-on-child sexual violence or sexual harassment should be reported to the DSL immediately or where necessary, the deputy DSL via CPOMS or in writing, signed and dated.

Following a report of sexual violence or sexual harassment, the DSL (or deputy) will make an immediate risk in line with the advice from KCSIE 2021, Section 5 (Page 99) and needs assessment, considering:

- The victim
- The alleged perpetrator
- All other children (and if appropriate adult pupils and staff)

The DSL will then liaise with the appropriate external agency (social services/First Response, police or other specialist services, as necessary to seek further advice).

The following will be considered by the DSL (or deputy) following a report of sexual violence and/or sexual harassment:

- 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?
- contextual safeguarding issues

Sexual violence and sexual harassment are not acceptable and will not be tolerated at Ratcliffe College. Staff should always act in the best interest of the child and report their concerns to the DSL (or deputy) immediately.

Contextual Safeguarding

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence. If a member of staff

has any concerns for a pupil in relation contextual safeguarding, they should contact the designated safeguarding lead immediately (or deputies).

Bullying and Peer-on-Peer Abuse

Peer-on-Peer Abuse (Child-on-Child Abuse)

Further information can be found in the updated KCSIE 2021, paragraphs 46-50 and the School's Safeguarding and Child Protection Policy on pages 21-27.

- All staff should be aware that children can abuse other children. This is generally referred to as peer-on-peer abuse and can take many forms.
- This can include (but is not limited to): bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, sexting and initiation/hazing type violence and rituals. A bullying incident should be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.' Please also see the Anti-Bullying Policy.
- All staff at Ratcliffe College are trained to be aware that children can abuse other children (often referred to as peer-on-peer abuse). And that it can happen both inside and outside of school and online. It is important that all staff at Ratcliffe College can recognise the indicators and signs of peer-on-peer abuse and know how to identify it and respond to reports.
- All staff at Ratcliffe College are trained to understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, 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. This type of behaviour is not acceptable and will not be tolerated at Ratcliffe College.

Signs of peer-on-peer abuse can include:

- Failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard ordinarily expected;
- Physical injuries;
- Experiencing difficulties with mental health and/or emotional wellbeing;
- Becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks; suffering from nightmares or lack of sleep or sleeping too much; frequent visits to medical centre/school nurse
- Broader changes in behaviour including alcohol or substance misuse;
- Changes in appearance and/or starting to act in a way that is not appropriate for the child's age;
- Abusive behaviour towards others.

The above list is by no means exhaustive and the presence of one or more of these signs does not necessarily indicate abuse.

How can Ratcliffe College raise awareness of and prevent peer-on-peer abuse?

Ratcliffe College actively seeks to raise awareness of and prevent all forms of peer-on-peer abuse by:

- Creating a culture in which our pupils feel able to share their concerns openly, in a non-judgmental environment
- Creating conditions in which our pupils can aspire to and realise safe and healthy relationships
- Encourage a culture of tolerance and respect amongst all members of the Foundation community
- Educating children about the nature and prevalence of peer-on-peer abuse via PSHCE and the wider curriculum
- Educating all Governors, Senior Leadership Team, staff and volunteers, pupils, and parents about this issue
- Training all Governors, Senior Leadership Team, staff and volunteers on the nature, prevalence and effect of peer-on-peer abuse, and how to prevent, identify and respond to it
- Taking seriously all forms of peer-on-peer abuse (no matter how low level they may appear) and ensuring that no form of peer-on-peer abuse is ever dismissed as 'Banter'
- Responding to cases of peer-on-peer abuse promptly and appropriately.
- Ensuring that all peer-on-peer abuse issues are fed back to the School's DSL and logged so that they can spot and address any concerning trends and identify pupils who may be in need of additional support

All allegations of peer-on-peer abuse will be treated as a safeguarding concern. Concerns will be investigated and managed in accordance with our Safeguarding and Child Protection Policy and Promote the Welfare of Children who are Pupils at Ratcliffe College.

The DSL should assess all information available to the School about a child and refer to the Children's Social Care or **Police**, where necessary and confirm this referral in writing by completing an Electronic **Multi-Agency referral form (MARF)** within 24 hours or written confirmation of a telephone referral form.

Upskirting

Upskirting is now a criminal offence. Typically, it involves taking pictures under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Matters where upskirting has been reported, should be reported to the DSL immediately, who will refer the matter to the police.

Sexting

"Sexting" is the act of sending, receiving, or forwarding sexually explicit messages, photos, or images via cell phone, computer, or other digital device. These messages, photos, and images are then often being further disseminated through email and internet-based social networking websites well beyond their original intended recipients.

In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (December 2020) - <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

In the case of reported sexting, staff will not search the contents of a pupil's mobile phone where there is a suspicion of indecent images. (See the dfe guidance on "[Searching, Screening and Confiscation](#)"). Where there is a suspicion of indecent images on a pupil's mobile phone or electronic device, Ratcliffe College will report it to the police immediately. Confiscated materials and devices are stored under lock and key in the Deputy Head Pastoral's office to await removal by the Police, where necessary. Both storage and removal are logged. The College takes note of advice on sexting from the Child Exploitation Online Protection Centre (CEOP). <https://www.ceop.police.uk/safety-centre/>

- Sending or receiving a sexually suggestive image or text under the age of 18 is a crime and is considered child pornography and can result in criminal charges.
- Sexting is not acceptable under any circumstances. The exchange of information of a sexual nature, text or images, that is sent as a form of 'Banter' between pupils or between adults is also unacceptable.
- Pupils who are found to have engaged in sexting must expect to receive a serious school sanction, the severity of which will depend upon the specific nature of the incident. Parents will be informed and a meeting convened to discuss the incident and strategies put in place to help change their behaviour.
- Those who have been the victim of sexting will be given appropriate support following discussions with their parent/guardian and, where appropriate, relevant external organisations.

What can you do if you are being bullied in school or outside school?

- Read the Student Anti-Bullying Policy (Appendix 2) and tell yourself that you do not deserve to be bullied and that it is wrong.
- Try not to show that you are upset; try to look and sound confident.
- Try to ignore the perpetrator; remember that they want a reaction and try not to give one.
- Stay with a group of friends/people. There is safety in numbers.
- Inform your tutor or any other member of staff immediately who will take you seriously and deal with the perpetrators in a way which will end the bullying and not make matters worse for you.

If you know someone is being bullied in school or outside school?

- Don't stand and watch, seek help. Tell an adult immediately. Teachers have ways of dealing with bullying without getting you in to trouble.
- If a friend tells you that they are being bullied, try to persuade them to tell a teacher themselves. If this does not happen, you should tell a teacher yourself.
- Do not condone or pretend to condone bullying. Show that you and your friends disapprove.
- Be sympathetic and supportive to someone who may be being bullied.
- Be careful about teasing people or making personal remarks; if what you are about to say may be hurtful, do not say it.

As a parent?

- Watch for signs of distress in your child, for example, they suddenly may not wish to attend school, feel ill regularly, or not complete work to a normal standard.
- If you feel your child may be a target of bullying behaviour, inform the School immediately, by contacting your child's Tutor or Head of Year by telephone via the main School office (01509 817000) or via e-mail, with as many details as you can. Your complaint will be taken seriously, and appropriate action will be taken. If you know the member of staff, you wish to e-mail simply type their first initial and their surname followed by @ratcliffe.leics.sch.uk
- Discourage your child from hitting back as this will only exacerbate the issue.

- Encourage your child to talk to his/her tutor about any worries.

As a School?

- Offer positive role models in terms of mutual respect, listening and problem solving.
- Be aware of early signs of distress or withdrawal in pupils.
- Always listen, take seriously and act upon information received.
- Ensure that all accessible areas of the School are patrolled effectively.
- Use any opportunity to discuss aspects of bullying and the appropriate way to behave towards each other e.g. Assemblies, Form Time, the PSHCE Programme, appropriate opportunities in the curriculum such as drama, stories and poems, National Anti-Bullying Week in November, Night Prayers for boarders.
- Build positive self-images among the pupils.
- Commend appropriate behaviour.
- Deal quickly, firmly and fairly with any complaints involving parents where necessary.
- Information for students about what to do if they are being bullied is displayed around the School, including telephone numbers for the School Listener and other organisations that can help
- Where we suspect that a criminal offence may have been committed, we will inform the police.

Action to be taken when bullying is suspected

If bullying is suspected we talk to the suspected target, the suspected perpetrator and any witnesses. If any degree of bullying is identified, the following action will be taken:

- The target is offered support.
- A record of the incident is logged on to SIMS behaviour management to enable patterns of behaviour to be identified.
- The perpetrator is reprimanded, sanctioned appropriately and warned that there must be no recurrence of such behaviour. Acts of bullying can lead to detentions, suspension or exclusion of the perpetrators from the school. Parents are informed where appropriate.

A more detailed explanation of how staff report, investigate and manage incidents is found in below. Sanctions must be applied fairly, proportionally, consistently and reasonably, taking account of any special educational needs (SEN) or disabilities that students may have and taking into consideration the needs of vulnerable children.

Reporting, Investigating and Managing Incidents of Bullying

Reporting Bullying

- 1) Staff to whom an incident is reported, or who first discover an incident, must:
 - stay calm and avoid making snap decisions or attaching blame.
 - make the situation safe, if necessary.
 - report the matter to the Head of Year / Resident Senior Housemaster/Housemistress / Head of Preparatory School / Head of Nursery (as appropriate) in the first instance.
- 2) **Staff must write/type an account of any incident as soon as possible after reporting it.** Copies must be given to the Head of Year / Housemaster/Housemistress / Head of Preparatory School / Head of Nursery (as appropriate) and to the Deputy Head Pastoral. Incidents can be reported using the red 'Referral of Concern with Student' form or in a separate written account. These forms can be found in the Staff Common Room.
- 3) **It is vitally important that all written records of incidents are stored appropriately by the relevant member of staff.** This is usually the Head of Year / Housemaster/Housemistress / Head of Preparatory School / Head of Nursery (as appropriate), but records of more serious incidents (serious incident forms) are kept by the Deputy Head Pastoral and/or the Headmaster.
- 4) Samaritan Listeners – Year 13 students who have received in-house training to listen and support students and when dealing with an incident of suspected bullying to pass the information on to a member of staff.

- 5) The medical nurse, Sister Debs, also run a Samaritan Listener drop in session over lunch. Any concerns raised in these meetings will be brought to the attention of the Head of Year or Deputy Head Pastoral.
- 6) Incidents of bullying will be reviewed annually by the Deputy Head Pastoral and the Pastoral Team and reported to, and discussed with, the Governing Body to identify patterns/trends to target areas of need. This information will be used alongside the results of the Senior School anti-bullying questionnaire.

Investigating and Managing Incidents

It is important to note that not all incidents will require use of all of the following steps. In many cases, a quiet word of warning is sufficient to modify behaviour. In all cases, the level of response is determined by the facts that emerge from an investigation into an incident.

- Heads of Year / Housemaster/Housemistress / Head of Preparatory School / Head of Nursery (as appropriate) take responsibility for initial investigations of any reported incidents.
- students are interviewed to ascertain what happened.
- written statements may be required from all parties involved, signed, and dated.
- if it is decided that further action is required then the Deputy Head Pastoral is informed.
- the students involved (both perpetrator and target of bullying) may be brought together with a member of staff present to try to talk it through, with the aim of apology and reconciliation, if this is appropriate.
- clear guidelines for future behaviour are issued to both parties and a code of conduct agreed. Students should know that the situation will be monitored and know of the consequences for perpetrator if bullying continues. The sanctions which might be applied are set out earlier in this document; parents of bully and bullied should be kept informed, where necessary, at appropriate times during an investigation.
- Form Tutors / Class Teachers, Heads of Year / Housemaster/Housemistress / Head of Preparatory School / Head of Nursery (as appropriate) monitor the situation.
- if no improvement is seen then the Deputy Head Pastoral implements further sanctions.
- a student who persistently makes life unhappy for others may face suspension from School or being asked to leave the School in extreme cases.

A bullying incident should be treated as a child protection concern when there is ‘reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.’ Please refer to the appropriate section of the Safeguarding and Child Protection Policy.

The disciplinary sanctions have three main purposes, namely to:

- impress on the perpetrator that what he/she has done is unacceptable.
- deter him/her from repeating that behaviour.
- signal to other students that the behaviour is unacceptable and deter them from doing it.

The procedure is as follows:

<i>First offence</i>	Discussion of the incident with parents and strategies put in place to help change their behaviour Student may be placed in a Saturday detention.
<i>Second offence</i>	As ‘First Offence’ with possible extended length of detention or suspension from School. Parents invited in to discuss the matter and to suggest additional strategies sources of help for the student.
<i>Subsequent offences</i>	Student suspended from School, generally for two days.

	Letter home to parents, stating that on return to School the student will be monitored for a period, and that any further infringement may lead to exclusion from the School with a loss of fees already paid.
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Preparatory School and Nursery

It is recognised that younger children may require a different response as their understanding of personal relationships develops. The following guidelines are specifically given to staff in the Preparatory School and the Nursery (though many of them are applicable to the Senior School as well):

If there is evidence of a child bullying another child or children, then staff action is as follows:

- intervene to stop the child harming the other child or children.
- explain to the child doing the bullying why his/her behaviour is inappropriate.
- give reassurance to the child or children who have been bullied.
- help the child who has been bullying to say sorry for his/her actions.
- ensure that the child who has been bullying receives praise when he/she displays acceptable behaviour.
- do not label children who bully.
- when a child has been bullying, this is discussed with his/her parents and a plan is worked out for handling the child's behaviour.
- when a child has been bullied, this is shared with his/her parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving and that his/her parents have been informed.

What Are the Signs of Bullying?

- suffer damage or loss to items such as clothing, property and School work more often than might be considered normal.
- suffer unexplained injuries.
- become withdrawn and be reluctant to say why.
- display a reduction in educational attainment, either gradually or suddenly.
- be reluctant to go to School.
- be reluctant to travel to and from School by bus, indicating problems during the journey.
- display unusual patterns of behaviour regarding money and/or possessions.
- become depressed.
- be reluctant to eat or play normally.
- appear generally unhappy, moody and/or irritable.
- visit the Medical Centre more frequently than usual.

Prevention

We will use different methods for helping children to prevent bullying as and when appropriate, these may include:

- having discussions with each other about bullying and the Student Anti-Bullying Policy (appendix 2) and why it matters.
- writing stories or poems or drawing pictures about bullying.
- reading stories about bullying or having them read to a class or assembly.
- making up role-plays.
- anti-bullying assemblies.
- anti-bullying discussions in PSHCE.

Staff Professional Development

- Through appropriate continuing professional development (CPD) training and induction, all staff are made aware of the School's anti-bullying policy, including new staff and support staff.

Prevent Duty

This policy is written with regard to the Revised Prevent Duty Guidance for England and Wales, updated 1 April 2021. As such, School staff are aware of the risk posed to students of radicalisation and that all teachers have a statutory duty to report any concerns of this nature to the Police and the Local Authority.

Links to Other Policies

Boarding Policy, Safeguarding and Child Protection Policy, Pastoral Care Policy, Behaviour, Rewards and Sanctions Policy, Mobile and On-line Technology Safety Policy, Self-Harm Policy, Equality Policy, Gender Identity Policy.

The following telephone numbers are also posted around the School.

ChildLine	www.childline.org.uk	0800 1111
Children and Young People Services		0116 253 1191
Drug Helpline (11 to 19yr olds)		0800 776600
Alcohol Helpline (11 to 19yr olds)		0116 222 9545
Eating Disorders Association – youthline - BEAT		0845 347650
Bereavement care – youthline		0808 8081677
Samaritans		08467 909090
Children’s Commissioner for England		0800 528 0731

Conclusion

If the problem of bullying is not dealt with firmly it can seriously harm the prospects of a small minority of vulnerable, isolated and frightened pupils who are the victims of bullying behaviour, with incalculable and even tragic consequences. These pupils’ lives are being made a misery because they have been singled out by the bullies for physical assault or verbal abuse.

Pupils who feel threatened must be able to report their fears in the knowledge that the perpetrator will be firmly dealt with.

Above all, if bullying is allowed to go unchallenged, the perpetrator, the target and all the pupils and staff will suffer from the school’s failure to deal with a problem that adversely affects the whole school environment and prevents it from being a protective, caring and positive support to those within it.

STUDENT ANTI-BULLYING POLICY

- Our School does not tolerate bullying.
- We aim to be a 'bully free' school.
- We aim to be a 'telling' school.
- We talk and learn about anti-bullying during PSHCE lessons, assemblies and tutor time.

Are you being bullied?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally (Preventing and Tackling Bullying). The main features of bullying are deliberate aggression, unequal power relationships, behaviour which results in pain or distress, bullying physical or emotional can cause psychological damage and even suicide.

Bullying normally includes:

- deliberate aggression;
- unequal power relationships;
- behaviour which results in pain or distress.



But Bullying may also include:

- threats of violence, both verbal and non-verbal;
- actual violence;
- ignoring/ shunning others or deliberately trying to turn friends against one another by spreading false rumours;
- teasing, ridiculing, mimicking, sarcasm, name calling;
- interfering with property or deliberately damaging another's possessions or work;
- racially or sexually offensive remarks and/or behaviour;
- offensive remarks about a physical or other disability;
- intimidation or demanding money, material goods and/or favours through force;



What Are the Signs of Bullying?

The following signs may indicate that you or a friend is being bullied.

- suffer damage or loss to possessions;
- struggling with school work;
- reluctant to go to school;
- reluctant to travel to and from school by bus, indicating problems during the journey;
- appear generally unhappy, moody and/or irritable;
- visit the Medical Centre more frequently than usual.



Taken individually, the above may not be due to bullying, but a combination of even some of these signs could be a reason to suspect it.

If I am being bullied or I know someone is, what can I do?

- No matter what others say, IT IS OKAY TO TELL;
- tell a friend who will pass the information on to an adult;
- tell a prefect or monitor or Student Listener who will pass the information on to an adult;
- tell your teacher;
- telephone ChildLine 0800 1111.

If you do this the bullying will **STOP!**

What happens to bullies?

Incidents of bullying when reported are taken seriously and are treated as confidentially as possible.

- Bullies will receive a sanction, such as a Saturday detention, and their parents are informed;
- Bullies are helped by the teachers to understand what they have done wrong so they can try and change their behaviour in the future.

Appendix 3

The following telephone numbers are also posted on the Medical Department notice board and in the Boarding House in case any student wishes to make use of them:

School Counsellors

Lisette Vandenberg lvandenberg@ratcliffcollege.com

Kidscape www.kidscape.org.uk

ChildLine www.childline.org.uk 0800 1111

Children and Young People Services 0116 253 1191

Ofsted 08456 404045

Drug Helpline (11 to 19yr olds) 0800 776600

Alcohol Helpline (11 to 19yr olds) 0116 222 9545

Eating Disorders Association – youthline - BEAT 0845 347650

Bereavement care – youthline 0808 8081677

Samaritans 08467 909090

EACH (Education Action Challenging Homophobia) 0808 1000 143

Anti-Bullying Alliance www.anti-bullyingalliance.org.uk