



## **Durham Cathedral Schools Foundation**

### **ANTI-BULLYING POLICY**

#### **1. Policy Aims**

- 1.1. The purpose of this Policy is to:
  - clarify what bullying is;
  - affirm that DCSF has a zero-tolerance approach to bullying;
  - outline what DCSF does to prevent bullying;
  - outline how DCSF responds to and deals with bullying; and
  - outline the key responsibilities of all members of the DCSF community in preventing and tackling bullying.
- 1.2. DCSF commits in this policy to observing the principles of the Equality Act 2010 and does not discriminate on any grounds.

#### **2. Policy Statements**

- 2.1. DCSF is committed to developing an anti-bullying culture where the bullying of children and young people is not tolerated in any form, and any bullying concerns are responded to swiftly and effectively.
- 2.2. DCSF works hard to ensure that through its policies, procedures and behaviours, an inclusive culture is created which helps prevent bullying from happening in the first place – DCSF values and celebrates difference and challenges all forms of prejudice and discrimination.
- 2.3. While DCSF actively promotes positive relationships between and among pupils, it acknowledges that some bullying and unpleasant behaviour can take place when children are in constant and close contact. DCSF is therefore committed to taking both proactive and reactive measures to minimise and resolve any cases of bullying.
- 2.4. DCSF recognises that certain groups of pupils are at greater risk of being bullied (including those with SEND, those in the LGBT+ community, young carers and care-experienced young people) and that there can be a variety of reasons (personal, societal, social, and emotional) why some pupils engage in bullying behaviour. Bullying affects everyone, not just the bullies and the victims. At DCSF, support is offered to all who need it.

2.5. This Policy:

- applies to all members of the DCSF community (including staff, pupils, volunteers, parents/carers, and visitors);
- applies to behaviour in our Schools, during off-site activities, and online;
- is supplemented by 'pupil-friendly' versions written for various age groups;
- is made available to staff at induction and on the shared 'common' network drive; and
- is published on the Foundation's website.

### 3. Definition of bullying

- 3.1. In line with DfE guidance, DCSF defines bullying as 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.' This behaviour could be on or offline.
- 3.2. This hurt can be physical, mental or emotional and includes behaviour which is meant to insult, embarrass, humiliate, or make the target feel 'less than' and/or unsafe. Bullying can cause feelings of isolation and loneliness, low self-esteem, insecurity, anxiety and fear arising from a threatening atmosphere.
- 3.3. Below is a list of behaviours and actions which can be used to help to identify cases of bullying:
- One-off verbal abuse of A by B is not bullying. It is unpleasantness.
  - One-off hitting of A by B is not bullying. It is assault or similar.
  - Sustained and regular hitting or verbal abuse of A by B is bullying.
  - A one-off action by A against B in the context of similar repeated or regular behaviour towards B by others may be counted as bullying.
  - Actions by a group rather than an individual may be counted as bullying.
  - Actions by an older pupil towards a younger pupil may be counted as bullying.
  - Long-term teasing, even when claimed to have no intention to humiliate or hurt, is bullying. DCSF does not accept the dismissal of any bullying or prejudice-related incident as 'banter'.
- 3.4. Bullying among pupils is recognised by DCSF as being a form of child-on-child abuse. It can be emotionally abusive and can cause severe and adverse effects on children and young people's emotional development. Bullying may be a safeguarding issue.
- 3.5. Bullying can happen to anyone. Bullying can occur through many different types of anti-social behaviour and/or social aggression. This includes (but is not limited to):
- **Physical bullying** e.g., hitting, punching, kicking, pushing, pinching, spitting, unwanted and/or inappropriate physical touching.
  - **Verbal bullying** e.g., name calling, insulting, taunting, mocking, making offensive comments.

- **Emotional bullying** e.g., social exclusion, 'gas-lighting', making threats, undermining, spreading hurtful rumours.
- **Damage to property.**
- **Theft or extortion.**
- **Graffiti.**
- **Online bullying:** this can take many of the forms listed above. Other examples of online bullying include but are not limited to:
  - Creating and sharing offensive, degrading and/or malicious messages, images or videos by phone, text, instant messenger, through gaming, websites, social media sites or apps.
  - 'Trolling'.
  - Voting in abusive polls.
  - Setting up hate groups/sites, including extremist groups and groups encouraging young people to self-harm.
  - Creating fake accounts, hijacking or stealing online identities to embarrass another pupil or cause trouble using their name.

### 3.5 **Prejudice-Related Incidents**

- 3.5.1 DCSF also recognises the seriousness of prejudice-related incidents. A prejudice-related incident is defined as: Any incident which is perceived to be prejudice-related by the victim or any other person. (Adapted from the Stephen Lawrence Enquiry Definition of a racist incident).
- 3.5.2 If a pupil is being bullied because of one or more of their protected characteristics (this includes perceived characteristics), then DCSF will record this as a prejudice-related incident, as well as a bullying incident. The bullying incident procedure will apply.
- 3.5.3 Prejudice-related incidents do not have to meet the thresholds of being intentional or repetitive. The relevant protected characteristics outlined in the Equality Act 2010 are disability (including SEN), gender reassignment, race, religion or belief, sex and sexual orientation. If the incident does not constitute bullying but it is a prejudice-related incident, it must still be recorded on CPOMS so that it can be thoroughly investigated and necessary actions taken.
- 3.5.4 By effectively dealing with and recording prejudice-related incidents, DCSF demonstrates to both staff and pupils its commitment to creating a positive ethos in line with its MARK values, where all pupils are valued, and prejudice and discrimination are not accepted. This ethos helps prevent the creation of an environment where bullying can happen.

### 3.6 **Sexual Violence and Sexual Harassment**

DCSF does not tolerate sexual violence or sexual harassment in any form. Incidents of sexual violence and sexual harassment will be dealt with according to DCSF's Safeguarding Policy. Where appropriate, they will also be recorded as prejudice-related incidents.

## **4 Identifying Bullying**

- 4.1 Durham School carries out an Anti-Bullying Survey once per year. All pupils are given the opportunity to report anonymously any bullying behaviour that they may have witnessed or experienced. Periodic surveys are also taken in the Chorister School.
- 4.2 Pupils are able to report a concern to any member of staff. This may be done in person, or via electronic communication.
- 4.3 It is important that all members of staff are alert to early signs of distress in pupils, which may include: deterioration of work; spurious illness; isolation; a desire to remain with adults; erratic attendance; tearfulness; or anger. Any of these signs may be outward signs of bullying.
- 4.4 Pupils should be made aware and constantly reminded that they should inform an adult immediately if they are aware of any form of bullying, towards themselves or others.
- 4.5 Parents/carers are actively encouraged to contact their child's School immediately if they suspect or know that their child is being bullied inside or outside of school (e.g., online or during the journey to school).

## **5 Responding to Bullying**

- 5.1 The following steps may be taken when dealing with all incidents of bullying reported to DCSF:
  - If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or has witnessed the concern.
  - The member of staff should reassure the pupil being bullied or reporting bullying that they are being taken seriously and that they will be supported and kept safe. A victim or a witness to bullying should never be given the impression that they are creating a problem by reporting bullying, nor should a victim or a witness to bullying ever be made to feel ashamed for making a report.
  - The pupil(s) being bullied will be asked to record the event, either in writing or through an interview by an appropriate member of staff.
  - The staff involved will record the incident on CPOMS.
  - DCSF will provide appropriate support for the person being bullied, making sure that they are not at risk of immediate harm and will involve them in any decision-making as appropriate.
  - The DHM, SHM, Form Tutor, Pastoral Lead, Deputy Head, SMHL or DSL will interview all other parties involved, either as witnesses or perpetrators.
  - The DSL will be informed of all bullying issues where there are safeguarding concerns.

- The DHM, SHM, Form Tutor, Pastoral Lead, Deputy Head, SMHL or DSL will speak with and inform other staff members, where appropriate.
- DCSF will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with Child Protection and confidentiality policies. The parents/carers of any pupil who experiences bullying will be involved in the process of tackling and preventing such behaviour.
- Sanctions and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including Early Help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off the school sites or outside of normal school hours (including online bullying), DCSF will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this Policy and DCSF's Behaviour Policy.
- A clear and precise account of bullying incidents will be recorded by DCSF in accordance with existing procedures. This will include recording details regarding decisions and action taken.

## 5.2 Online Bullying

When responding to online bullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been bullied online and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (for example, screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
  - looking at use of DCSF systems;
  - identifying and interviewing possible witnesses;
  - contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - making support reports to a service provider, POSH or other organisations to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - confiscating and searching pupils' electronic devices such as mobile phones, in accordance with the law and the DCSF policy.
  - requesting the deletion of locally-held content and content posted online if they contravene DCSF rules and policies.
- Ensure that sanctions are applied to the person(s) responsible for the online bullying; DCSF will take steps to change the attitude and behaviour of the

person who has bullied, as well as ensuring access to any additional help that they may need.

- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps that they can take to protect themselves online. This may include:
  - advising those targeted not to retaliate or reply;
  - providing advice on blocking or removing people from contact lists;
  - helping those involved to think carefully about what private information they may have in the public domain.

## 6 Supporting Pupils

6.1 Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing pastoral support.
- Offering the immediate opportunity to discuss the experience with a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support, such as working and speaking with staff and/or the SMHL, and engaging with parents and carers.
- Where necessary, working with the wider community and local and/or national organisations to provide further or specialist advice and guidance: this could include support through Early Help or children's social services, or support through the CAMHS.

6.2 Pupils who have bullied will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the young person.
- Providing appropriate education and support.
- If online, requesting that the content be removed and reporting accounts/content to the service provider, POSH or other external organisations.
- Sanctioning, in line with DCSF's Behaviour Policy: this may include the use of red or double cards, detentions, removal of privileges (including online access when encountering online bullying concerns), internal or external suspensions or permanent exclusions.
- Working and speaking with staff and/or the SMHL, and engaging with parents and carers.
- Where necessary, working with the wider community and local and/or national organisations to provide further or specialist advice and guidance; this may include involvement from the police or referrals to Early Help, children's social services or CAMHS.

## 7 Prevention

7.1 DCSF recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

7.2 By effectively preventing and tackling bullying, DCSF can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

### 7.3 **Environment**

DCSF will:

- In line with our MARK values, create an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Uphold and communicate DCSF's MARK values and ethos clearly.
- Publish our School Rules/Five Golden Rules to pupils, parents, and staff.
- Make our Behaviour Policy and this Policy available to pupils, parents, and staff, as well as to prospective pupils and parents.
- Recognise that bullying can be perpetrated or experienced by any child.
- Recognise the potential for children with SEND to be disproportionately impacted by bullying and implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as children with different family situations – such as those who are (previously) children in care, or those with caring responsibilities – differences in terms of religion or belief, race, disability, sex, sexual orientation, gender reassignment or appearance-related differences.
- Challenge practice and language, including 'banter' which does not uphold DCSF's MARK values.
- Encourage positive and responsible use of technology.
- Actively create safe spaces for vulnerable children and young people.
- Supervise key areas around the school sites where bullying may take place.
- Encourage vigilance and intervention by staff, Monitors and other senior pupils.
- Role model positive behaviour.
- Celebrate success and achievements to promote and build a positive school ethos.
- Consider all opportunities for addressing bullying including through Tutor time, LWE lessons and the wider curriculum, assemblies and Chapel services, House and year group meetings, through displays, through the Monitors, Wellbeing Ambassadors, Anti-Bullying Ambassadors and Peer Mentors, and through the School Councils.
- Participate in the United Against Bullying (UAB) programme.
- Ensure that pupils, and parents and carers are confident that all incidents of negative behaviour will be dealt with effectively. DCSF achieves this by responding promptly, consistently and sensitively in every case that it is aware of.

#### 7.4 **Policy and Support**

DCSF will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns. This includes the provision of an Independent Listener, Mrs Susan Spence.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate action, in line with existing DCSF policies, for any bullying brought to DCSF's attention, which involves or affects pupils, even when they are not on DCSF premises.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.

#### 7.5 **Education and Training**

DCSF will:

- Train staff to identify all forms of bullying and take appropriate action, following DCSF's policy, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout LWE and the wider curriculum and other activities, such as through displays, assemblies, Chapel services, House and year group meetings, the Monitors, Wellbeing Ambassadors and Peer Mentors, and through the School Councils.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as Anti-Bullying Week.
- Provide opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

#### 7.6 **Involvement of Pupils**

DCSF will:

- Involve pupils in policy writing and decision making, to ensure that they understand DCSF's approach and are clear about the part they play in preventing and tackling bullying.
- Regularly survey children and young people's views on the extent and nature of bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil-led education and support.
- Offer support to pupils who have been bullied and to those who are bullying to address issues.
- Ensure that pupils know how to express worries about bullying.



## 7.7 Involvement of Parents and Carers

DCSF will:

- Make sure that key information about bullying is available to parents/carers in a variety of formats.
- Ensure all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about DCSF's Complaints Policy and how to use it effectively.

## 8 Roles & Responsibilities

8.1 The governing body is responsible for ensuring that:

- DCSF complies with all legislation relevant to the DCSF community, and that this Policy and its related procedures are implemented.
- A member of the governing body has a watching brief regarding the implementation of this Policy.
- All available data is used to consider bullying issues and to ensure adjustments to DCSF policies and practices are made where necessary

8.2 The Principal/Headmistress and Senior Management are responsible for:

- Overseeing the implementation of this Policy.
- Ensuring that all who enter DCSF's sites comply with this Policy.
- Ensuring that staff and volunteers are aware of their responsibilities and are given relevant training and support.
- Taking appropriate action in any cases of bullying.
- Regularly reviewing data related to bullying incidents and taking necessary steps to reduce occurrences of incidents.

8.3 All staff and volunteers are responsible for:

- Embodying DCSF's MARK values and hence refraining from engaging in behaviour that constitutes bullying.
- Understanding and complying with this Policy.
- Dealing with bullying incidents in accordance with this Policy and the Behaviour Policy.
- Attending training sessions as necessary to implement this Policy.
- Promoting an inclusive and collaborative ethos.

8.4 All parents/carers and visitors are responsible for:

- Refraining from engaging in behaviour that constitutes bullying.
- Understanding DCSF's MARK values and complying with this Policy.

8.5 All pupils are responsible for (depending on their age and level of development):

- Embodying DCSF's MARK values and hence refraining from engaging in behaviour that constitutes bullying.
- Reporting prejudice-related incidents.
- Understanding, valuing and celebrating diversity and inclusion.
- Challenging stereotypes and prejudices.

## 9. Cross reference to other policies and documents

This Policy is linked to the following policies and documents:

- Safeguarding Policy;
- Behaviour Policy;
- Staff and Volunteer Code of Conduct;
- School Rules [Durham School];
- Searching a Pupil Room or Property Policy;
- BYOD Policy and Acceptable Use Agreements;
- Social, Emotional and Mental Health Policy;
- Equality, Diversity and Inclusion Policy;
- Online Safety Policy.

## 10. Oversight

Oversight of this Policy is undertaken by the Education Committee of the Governing Body, and the Policy will be reviewed annually.

### **Policy last reviewed by:**

Harriet Thompson, Deputy Head (Pastoral), on 4 June 2025

Harriet Thompson, Deputy Head (Pastoral), on 13 June 2024

### **Policy written by:**

Harriet Thompson, Deputy Head (Pastoral), on 1 November 2023

## Appendix 1: Key Personnel and Contact Details

### Deputy Head (Pastoral) and Designated Safeguarding Lead:

Harriet Thompson ([h.thompson@dcسف.urf.uk](mailto:h.thompson@dcسف.urf.uk))

### Deputy Safeguarding Officers:

Patricia Abbott, Durham School ([p.abbott@dcسف.urf.uk](mailto:p.abbott@dcسف.urf.uk))

Mark Younger, Durham School ([m.younger@dcسف.urf.uk](mailto:m.younger@dcسف.urf.uk))

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Joss Balfour, Chorister School ([j.balfour@dcسف.urf.uk](mailto:j.balfour@dcسف.urf.uk))

Simon Bowler, Durham School and Barrington House ([s.bowler@dcسف.urf.uk](mailto:s.bowler@dcسف.urf.uk))

Debbie Bennett, Events and Lettings ([d.bennett@dcسف.urf.uk](mailto:d.bennett@dcسف.urf.uk))

### Designated Safeguarding Lead for the EYFS:

Victoria Younger, Chorister School ([v.younger@dcسف.urf.uk](mailto:v.younger@dcسف.urf.uk))

### Senior Mental Health Lead:

Patricia Abbott ([p.abbott@dcسف.urf.uk](mailto:p.abbott@dcسف.urf.uk))

### Telephone Numbers of support organisations:

Childline – 0800 11 11

NSPCC – 0800 800 500

Durham County Council First Contact – 03000 267 979