

Brampton College Anti-Bullying Policy

Policy statement

1. **Scope:** This policy applies to all students and staff at Brampton College irrespective of their age and whether or not a student is in the care of the College when/if bullying behaviour occurs.
2. **Policy Aims:** Through the operation of this policy we aim:
 - 2.1. To maintain and drive a positive culture of kindness and consideration among all students and staff throughout the College.
 - 2.2. To deter bullying behaviour, detect it when it occurs, and deal with it by counselling and/or disciplinary sanctions and, if necessary, by expulsion.
3. The Policy takes particular cognizance of child-on-child abuse as identified in KCSIE 2026 Part 5, in particular to sexual violence and sexual harassment, and as regards the training of staff in order to respond effectively to reports of incidents. All staff are aware that children can abuse other children (“child-on-child abuse”) and will strive to maintain the values, conditions and relationships that militate against instances of its most common forms. The Policy thus also accords with the Brampton College Safeguarding Policy, 2026.

The College will take the approach and raise the awareness of all staff that sexual harassment and violence could happen here. We will adopt a *zero-tolerance approach to harmful sexual behaviour*. The College will take all reports of harmful sexual behaviour (HSB) seriously, including apparently innocuous incidents, in order that a dangerous culture of acceptance of such behaviour should not develop. The College will have regard to the guidance in part 5 of KCSIE 2026 concerning all aspects of disclosures and reports, the wishes of the victim and the need to protect the general student population, and in whether to report incidences, according to their level of seriousness, to the local authority safeguarding team and/or the police. All staff are aware that peer-on-peer abuse can happen both inside and outside of school or college and online. Staff will recognise the indicators and signs of possible peer on peer abuse and know how to identify it and respond to reports.

All staff understand, that even if there are no reports in the college, that does not mean it is not happening: it may be the case that it is just not being reported. **As such, it is important that staff having any concerns regarding peer-on-peer abuse speak to the DSL, Lindsay Jacobs, or to one of the the Deputy DSLs, Mike Wheeldon, Sam Kaltsa or Sarah Bailey. Staff receiving disclosures from students should do so according to the steps for disclosures set out below and reported immediately to the DSL or a deputy DSL.**

All staff understand the importance of challenging inappropriate behaviours between peers that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture

of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.

4. **Bullying behaviour** is always unacceptable and will not be tolerated at Brampton College because:
 - 4.1. It is harmful to the person who is bullied, and to those who engage in bullying behaviour, and those who support them.
 - 4.2. It interferes with a student's right to enjoy his/her learning and leisure time free from intimidation.
 - 4.3. It is contrary to all our aims and values, our internal culture and the reputation of the College.

Bullying behaviour

5. **Meaning:** Bullying is behaviour which hurts or causes distress by taking unfair advantage of another person in some way, making him or her feel uncomfortable or threatened. The seriousness of bullying cannot be underestimated in causing psychological damage and even suicide. Examples are:
 - 5.1. Physical bullying - hitting, kicking, pushing people around, spitting, or taking, damaging or hiding possessions;
 - 5.2. Verbal bullying - name-calling, taunting, teasing, insulting, racist remarks or demanding money;
 - 5.3. Cyber-bullying - the rapid development of, and widespread access to, technology has provided a new medium for bullying, which can occur in or outside college. Cyber-bullying is a different form of bullying but one which is at least as serious as face-to-face bullying because of its particularly insidious and persistent nature and, as is now well documented, its often-tragic effects. It can happen at all times of the day and night and is easily amplified by a potentially much bigger audience as people forward on at a click content which often remains available online to cause harm long into the future.
 - 5.4. Exclusionary behaviour - intimidating, isolating or excluding a person from a group; the college recognises that SEND students may be particularly vulnerable to peer group isolation.
 - 5.5. Sexual violence or sexual harassment - talking to or touching someone in a sexually intimidating way;
 - 5.6. Sexting
 - 5.7. Initiation/hazing type violence or rituals

5.8. General unkindness - spreading rumours or writing unkind notes or e-mails;

5.9. Bullying on grounds of social, religious, cultural, LGBT, or disability difference.

Bullying is repeated over time and intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer – looked after children or previously looked after children may be particularly vulnerable, as are children with disabilities or special educational needs. It may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email);

Exclusionary behaviour can be a subtler, but also very damaging form of bullying, involving intimidating, isolating or excluding a person from a group; the college recognises that SEND students may be particularly vulnerable to peer group isolation or bullying (including prejudice-based bullying) than other children.

The College also recognises the gendered nature of child-on-child abuse; that girls are more likely to be the victim and boys the perpetrators.

Children with disabilities are also three times more likely to be abused than their peers.

The College also recognises that children who are, or are perceived to be, LGBT can be targeted by other children. The College will always seek to provide a trusted adult with whom they can be open. We will 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. LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum in PSHE lessons.

Intention:

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 be non-malign and can often be corrected quickly with advice and without disciplinary sanctions. The college will be concerned with bullying, including cyber-bullying and bullying outside school and records will be kept in order to evaluate the effectiveness of the approach adopted or to enable patterns to be identified. A bully who does not respond appropriately to advice or sanctions would ultimately have to leave the College.

6. **Responsibility:** It is everyone's responsibility to ensure, whatever the circumstances, that no student becomes a victim of bullying. A person may be vulnerable to bullying because of his/her age, physical appearance, nationality, colour, gender, sexual orientation, religion or disability, or because s/he is new in the College, appears to be uncertain or lacking friends. S/he may also become a target because of an irrational decision by a bully.

7. **Legal Aspects:** 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 and also a civil wrong known as a "tort" for which there can be legal consequences outside the College.
8. **Cyber-bullying:** Cyberbullying (see also the *Brampton College Safeguarding Policy, 2026*, p9) involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others. The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. In order to help combat the possibility of cyber-bullying, the College will hold assemblies, PT sessions and PSHE lessons designed to teach them about the problem and about online safety more generally, but will also monitor internet activity on the College wi-fi through the Smoothwall system and address directly with the relevant students (bully/ies and victim/s) any behaviour that gives cause for concern.

Anti-bullying culture

9. **Ethos:** Our expectation of all members of the College Community is that:
 - 9.1. Everyone will uphold the policy on Bullying, which is available on the website.
 - 9.2. A student or a member of staff who witnesses or hears of an incident of bullying will report it.
 - 9.3. A complaint of bullying will always be taken seriously.
 - 9.4. No one will tolerate unkind actions or remarks or stand by when someone else is being bullied.
10. **Equal Opportunities:** In the College:
 - 10.1. Discriminatory words and behaviour are treated as unacceptable.
 - 10.2. Positive attitudes are fostered towards people who are disabled or have special educational needs and towards ethnic, cultural and linguistic groups within and outside the College.
 - 10.3. Positive attitudes are fostered towards both sexes through the curriculum and tutorials.
11. **Staff:** Through their training and experience, members of the staff are expected to promote an anti-bullying culture by:
 - 11.1. Celebrating achievement.

- 11.2. Anticipating problems and providing support.
- 11.3. Disciplining sensibly and fairly.
- 11.4. Making opportunities to listen to students.
- 11.5. Acting as advocates of students.
- 12. **Students:** Through our pastoral care systems, students are informed and taught that bullying will not be tolerated in the College. They are encouraged:
 - 12.1. To celebrate the effort and achievements of others.
 - 12.2. To hold and promote positive attitudes.
 - 12.3. To feel able to share problems with staff.
 - 12.4. To turn to anyone they trust, if they have a problem.
 - 12.5. Not to feel guilty about airing complaints.

Anti-bullying systems

- 13. **Approach:** Our systems for detecting and dealing with bullying are designed to operate:
 - 13.1. Vertically, through all year groups.
 - 13.2. Horizontally, within year groups and in the personal tutor sessions and other activities.

Our anti-bullying systems are implemented and driven in the way described below.

- 14. **Complaints:** A student who is being bullied should complain without delay and can do so in several ways. S/he can:
 - 14.1. Tell the DSL or her Deputies, his/her parents, his/her teacher, Personal Tutor, Head of Year, the VP or AVP, a member of staff whom they feel comfortable to talk to, or a responsible older student, such as a student ambassador.
 - 14.2. Contact the College Counsellor, Barbara Hynes.
 - 14.3. Contact Childline (0800 1111).
 - 14.4. Anyone other than the DSL (Lindsay Jacobs) or her Deputies (Mike Wheeldon, Sarah Bailey and Sam Kaltsa) is then expected to contact the DSL or a Deputy DSL.
- 15. **Vigilance:** Members of staff are vigilant at all times but particularly:

15.1. Before lessons; at lunchtimes and after College.

16. **Meetings:** Bullying is regularly discussed in meetings between:

16.1. Members of the Senior Management Team.

16.2. Heads of Year and Personal Tutors.

16.3. Personal Tutors and students in their tutor group.

The result of these meetings is to feedback information about friendship patterns, particular incidents, any student who seems to be isolated, any growing "power base" and any known conflict between a member of staff and a student, or between students.

17. **Record Keeping:** CPOMS is used to record all concerns about bullying, which are categorised according to the protected characteristics of the 2010 Equality Act.

18. **Education:** The GCSE PSHE curriculum includes lessons on bullying which cover:

18.1. Who is the "bully"? Who is the "victim"?

18.2. Why are some people "bullies" and others "victims"?

18.3. What should a student do if s/he is bullied?

18.4. What constitutes bullying? Where are the boundaries?

18.5. What should be done if bullying is confirmed?

19. **Staff Training:** Appropriate training in all aspects of care is arranged to ensure that Personal Tutors and other staff have the necessary professional skills, especially:

19.1. Awareness of the risk and indications of child abuse and bullying, and how to deal with cases, raising awareness of staff through training, so that the principles of the College policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available

19.2. Counselling skills (including bereavement).

In the classes, library, hall and common room, the College will ensure that:

19.3. There is an adequate presence of staff.

19.4. Staff are actively involved with students when they are on duty.

19.5. Attempts are made to avoid boredom and lack of purpose among students.

- 19.6. There is space available for students' quiet withdrawal.
- 19.7. Good behaviour and discipline are maintained.
- 20. **Monitoring:** Every complaint or report of bullying must be entered in the incident file. The Vice Principals keep the incident files up to date.

Reporting Incidents

All staff should understand that even if there are no reports in the college, that does not mean it is not happening: it may be the case that it is just not being reported. Children may struggle to verbally disclose abuse. They may show signs or behave in ways to signal distress, hoping adults will notice and react. Disclosures may come indirectly for example, through a friend, an overheard conversation that suggests a child has been harmed or noticeable changes to a child's own behaviour. Victims must be reassured, supported and taken seriously. Staff receiving a disclosure should explain that the law exists to protect children and not criminalise them and avoid alarming or distressing them. As with any disclosure, do not promise confidentiality and explain who it will be shared with and what the next steps are. Children will disclose to someone they trust, and staff should recognise the significance of being chosen as a confidant and respond with empathy. Listen carefully to the child, reflect back, use the child's language, avoid judgement and ask open-ended questions such as where, when, what etc. At the end of the conversation, write a detailed summary. Record only what the child says, without interpretation or personal opinion. Inform the DSL as soon as possible but do not discuss what you have heard with any other staff member

- 21. There are many reasons why a student who has suffered bullying may be reluctant to report it. S/he may become demoralised and may say, for example:
 - 21.1. It is telling tales. They won't believe me because the person I am complaining about is intelligent and popular and I am not, and I will become even more unpopular.
 - 21.2. The things they are saying and doing are too embarrassing to discuss with an adult.
 - 21.3. It is all my fault anyway for being overweight/too studious etc.
 - 21.4. There are too many of them; there is nothing the staff can do.
 - 21.5. It will get back to my parents and they will think less of me.
 - 21.6. I will just try and toughen up and grow a thicker skin.
 - 21.7. I will lie low and not audition for a part in the College play etc.
- 22. **Witnesses:** There are also reasons why a student who has witnessed or learned of bullying behaviour may not want to make a report. S/he may say:
 - 22.1. It is "grassing" and I will become unpopular.

- 22.2. It is not my concern anyway.
- 22.3. I don't rate the victim and I would find it embarrassing to be associated with him/her.
- 23. **Culture:** Any of these responses would be contrary to our culture at the College. When we drive and implement this policy, we encourage every student to understand that:
 - 23.1. Every complaint of bullying will be taken seriously.
 - 23.2. Members of staff will deal with a complaint correctly and effectively in accordance with their experience and the training they have received.
 - 23.3. There is a solution to nearly every problem of bullying.
 - 23.4. A student who complains will receive support and advice and in many cases the problem can be dealt with on a no-names basis.
 - 23.5. The primary aim will be for the bullying to cease, not the punishment of the bully unless necessary.

Procedures

- 24. **Guidelines:** The following procedures are a guideline except where expressed in the terms "should" or "must". The best guide is the experience and training of the staff.
- 25. **Initial Complaint:** A person in authority who learns of alleged bullying behaviour should:
 - ◆ Firstly, offer advice, support and reassurance to the alleged victim. This may include an offer of counselling.
 - ◆ Report the allegation to the DSL or her Deputies, the PT, a VP and/or the Heads of Year of the victim and the alleged bully as soon as possible.

The Head of Year or VP must:

- 25.1. Record the allegation in the Bullying Log.
- 25.2. Contact the other Heads of Year or members of SLT to agree on a strategy, and on who will take the lead.
- 26. **Assessment:** The victim's Head of Year, the VP or AVP, accompanied by the Personal Tutor will normally see the victim and (unless the case is very serious) any witnesses without delay and form an initial view of the allegation:
 - 26.1. The nature of the incident/s - Physical? Verbal? Exclusionary? etc.
 - 26.2. Is it a "one-off" incident involving an individual or a group?
 - 26.3. Is it part of a pattern of behaviour by an individual or a group?

- 26.4. Has physical injury been caused? Who should be informed – Vice Principal? Parents? The College's Designated Safeguarding Lead? Social Services? The police?
- 26.5. Can the alleged bully be seen on a no-names basis?
- 26.6. What is the likely outcome if the complaint proves to be correct?

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

- 26.7. There has been a misunderstanding, which can be explained sympathetically to the alleged victim with advice to the alleged bully.
 - 26.8. The complaint is justified in whole or in part, and further action will be needed (see Range of Action, below).
27. **Serious Incident:** If the senior member of staff investigating believes that an incident of serious bullying behaviour:
- 27.1. Has occurred involving a student in his/her group of students; or
 - 27.2. Has recurred after warnings have been given to the "bully" s/he must inform the Principal and the College's Designated Safeguarding Lead (Lindsay Jacobs), who will then:
 - 27.3. Interview the alleged victim, bully and any witnesses separately, in order to establish the facts of the case. S/he may decide to ask the Head of Year or the relevant PT to be present.
 - 27.4. Send a summary of his/her findings to the Principal and relevant PTs.
- AND
- 27.5. The Principal will review the findings of the DSL and may interview the alleged victim and bully separately;
 - ◆ to confirm the facts of the case, if considered necessary.
 - ◆ to decide on the action to be taken in accordance with the Range of Action set out below.
 - 27.6. The Principal will notify the parents of the victim and bully, giving them details of the case. A disciplinary meeting with the bully and his/her parents will be called, at which the bully and his/her parents will be notified of any disciplinary sanction and any support measures to help the bully to change their behaviour. This will be followed up in writing and the bully asked to sign the disciplinary letter to show they have understood the reasons for the sanction and any warnings about future conduct.

Range of Action: When a complaint is upheld the range of responses will include one or more of the following:

- 27.7. Advice and support for the victim and, where appropriate, establishing a course of action to help the victim.
28. Advice and support to the bully in trying to change his/her behaviour. This may include clear instructions and a warning or final warning. The College will ensure that the bullying child knows what the problem behaviour is, that it is wrong and harms others. We will show the bullying child that this behaviour is taken seriously and will not be tolerated. Consequences will be designed to evoke reflection and a change of outlook as well as behaviour on the part of the bullying child. If appropriate, the child can apologize in person or by a letter to the student who was bullied. We will work with the child to understand some of the reasons he or she bullied, perhaps to fit in socially or in response to something else such as an issue at home, or perhaps to being bullied themselves, and to ascertain whether the bullying child would benefit from sessions with the College counsellor or other professional mental health intervention needs.
 - 28.1. A disciplinary sanction against the bully such as suspension. **In a very serious case or a case of persistent bullying, a student may, after a fair hearing, be required to leave the College permanently.**
 - 28.2. Action to break up a "power base".
 - 28.3. Moving either the bully or victim to another class after consultation with the student, his/her parents and the relevant staff.
 - 28.4. Involving Social Services or the police.
 - 28.5. Notifying the parents of one or both students about the case and the action which has been taken.
 - 28.6. Such other action as may appear to the Principal to be appropriate.
 - 28.7. Noting the outcome in the relevant Incident File.
29. **Monitoring:** The position should be monitored for as long as necessary thereafter. Action may include:
 - 29.1. Sharing information with some or all colleagues and with students in the College so that they may be alert to the need to monitor certain students closely.
 - 29.2. Ongoing counselling and support.
 - 29.3. Vigilance.
 - 29.4. Mentioning the incident at meetings of staff.
 - 29.5. Reviewing vulnerable individuals and areas of the College.

- 29.6. Liaison between Personal Tutors, Heads of Year, the outcome being recorded in the Incident File.
30. **Formal Complaint:** If the victim or his/her parents are not satisfied with the action taken, they should be advised to make a formal complaint, according to the procedure outlined in the Complaints Procedure.

Status

Complies with KCSIE, 2026; DfE Guidance 2011 Behaviour and Discipline in Schools and paragraph 3(2)(b) of the Schedule to the Education (Independent School Standards) (England) Regulations 2014 and DCFS guidance 14 July 2011 (Dealing with allegations of abuse against teachers and other staff DfE-00061-2011) and Tackling Bullying 2017.

Reference organisations recommended by the government.

Specialist organisations:

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

Beatbullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beatbullying have developed the Cybermentors peer support programme for young people affected by cyber-bullying.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Useful websites

[Preventing and tackling bullying \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/collections/preventing-and-tackling-bullying)

[Cyber bullying: advice for headteachers and school staff \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/collections/cyber-bullying-advice-for-headteachers-and-school-staff)

[Anti-Bullying Alliance](https://www.aballiance.org/)

[UK Council for Child Internet Safety \(UKCCIS\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/organisations/uk-council-for-child-internet-safety)

Cyber-bullying:

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

LGBTQ:

(The College has an LGBTQ Society, overseen by Javier Thomas, which supports LGBTQ students.)

EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGBT equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND:

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.