



# DAVENIES

## Anti-Bullying Policy

### Statement of Intent: Aims & Objectives

At Davenies, our community is based upon respect, good manners and fair play. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop to his full potential. This Policy (which applies to all staff and pupils at Davenies, including those in the EYFS) and its implementation, has regard to the DfE's non-statutory guidance [Preventing and Tackling Bullying](#) (2017). We expect our pupils to treat members of staff with courtesy and co-operation so that they can learn in a relaxed but orderly atmosphere. All pupils should care for and support each other.

Davenies prides itself on its respect and mutual tolerance. Parents (and guardians) have an important role in supporting Davenies in maintaining high standards of behaviour. It is important that school and homes have consistent expectations of behaviour and that they cooperate closely together (please see our *Behaviour Policy*). Acceptance of this Policy forms part of our standard terms and conditions.

Bullying, harassment, victimisation and discrimination will not be tolerated. We endeavour to treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the School. Any kind of bullying is unacceptable. Davenies is clear that abusive comments and interactions are abuse and should never be tolerated or passed off as "banter" or "part of growing up".

This Policy should be read in conjunction with the School's *Safeguarding Policy* which refers to Child-on-Child Abuse and the School's duties under *Keeping Children Safe in Education* (KCSIE) (Sept 2026).

The School uses iSAMS to record and manage all incidents via the Wellbeing Manager module apart from instances when it is deemed to be a Safeguarding matter.

### Definition of Bullying

We take our definition of bullying from the Anti-Bullying Alliance and it is *'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical (including sexual), verbal (including cyber bullying) or psychological (by excluding, tormenting or spreading malicious rumours) . It can happen face-to-face or online.'*

Bullying can involve manipulating a third party to tease or torment someone and/or can involve complicity that falls short of direct participation. Bullying is often hidden and subtle but can also be overt and intimidatory. It differs from Child-on-Child Abuse in that this can be a single incident, although it is recognised here at Davenies that both may overlap.

Bullying may involve actions or comments that are prejudiced against any of the protected characteristics as listed in s.4 of the *Equality Act 2010*, which include but are not limited to those that are racist, sexist, homophobic, religiously or culturally prejudiced, or which focus on gender, disabilities, family background or circumstances, Special Educational Needs, physical attributes (such as hair colour or body shape), or because a pupil is adopted. Bullying can happen at any time. The School always treats it seriously knowing that it can cause psychological damage, and bullying on the basis of protected characteristics is taken particularly seriously with records of such incidents being distinguished to enable the school to monitor its values of tolerance and respect. It conflicts sharply with the School's *Behaviour Policy* and *Equality Policy*, as well as with its social and moral principles.

### **Raising Awareness/ Training**

There are weekly pastoral meetings, with minutes published on the staff area of Microsoft Teams. In the Prep School, the Pastoral Heads meet regularly with their respective form teachers and can discuss any incidents that may have arisen. During staff meetings bullying issues will be discussed. There is a termly Parent Rep Meeting and a half-termly School Council meeting, all of which can be forums for discussion on preventing and tackling bullying as required.

Themes of the week provide opportunities for discussion and raising awareness around anti-bullying in assemblies and form time.

Regular staff training is structured to raise awareness of the issue of bullying and Child-on-Child Abuse and ensure that the principles of the School's *Anti-Bullying Policy* are understood, legal responsibilities are known, effective implementation strategies are defined to resolve and prevent problems, and sources of support are available. The *Anti-Bullying Policy* at Davenies is reviewed annually.

### **Signs of Bullying**

Changes in behaviour that may indicate that a pupil is being bullied include, but are not limited to:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g., giving up music lessons, change to accent or vocabulary)
- Diminished levels of self confidence
- Frequent visits to the Medical Room with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by teachers.

## **Preventative Measures & Reporting Procedures**

We take the following preventative measures:

- At Davenies we raise awareness of and prevent bullying by using educational elements such as PSHE, assemblies, projects, drama, stories, literature, historical events, current affairs, computing lessons etc.
- We use assemblies to explain the School's policy on bullying. Our PSHE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. The programme is ordered to enforce messages about community involvement and taking care of each other.
- Other lessons, particularly RS, English and Drama highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable, and by developing social skills.
- We make sure pupils are clear about the part they can play to prevent bullying, including when they find themselves bystanders. All pupils are encouraged to tell individuals to stop any bullying actions and to report incidents to members of staff.
- All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place.
- All reported incidents are recorded and investigated at the earliest opportunity; we always monitor reported incidents.
- The TAG system and philosophy behind it is used widely through the school.
  - T**ell the person how you feel
  - A**sk them to stop
  - G**et help if he/ they do not stop
- We have a strong and experienced Pastoral Team (see *Pastoral Care Policy*), led by the Deputy Head Pastoral/DSL and consisting of:
  - Head of Middle school
  - Head of Senior School
  - Head of Learning Support
  - School Nurse
  - Head of PSHE

All of whom support the Deputy Head Pastoral/DSL and are trained in handling any incidents as an immediate priority, are alert to possible signs of bullying, and have specialised skills to understand the needs of the pupils, including those with SEN, learning difficulties or disabilities. Any incidents of bullying are recorded on the Wellbeing Manager module of iSAMS to evaluate the effectiveness of the approach adopted or to enable patterns to be identified.

- The Deputy Head Pastoral/DSL also keeps a separate termly Bullying Record to identify specific incidents each term and a Protected Characteristic log to look for longer-term patterns. This is also used to inform the Headmaster on patterns of behaviour.
- Our Pastoral Team gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies.

Staff are assigned break, lunch and changing duties and members of the SLT frequently patrol the school site, particularly areas where bullying might occur – staff have a responsibility to address inappropriate language or behaviour at all times.

- Our Medical Room displays advice on where pupils can seek help, including details of confidential help lines and websites connecting to external specialists, such as Childline.
- We reserve the right to investigate incidents that take place outside school hours, on school visits and trips, and that occur in the vicinity of the school involving our pupils.
- We endeavour to have an open and transparent system of investigation and outcome. Whenever possible, all parties will be informed about incidents, investigations, outcomes and, where necessary, punishments.
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures.

## **Cyberbullying**

### **Definition**

Mr Bill Belsey (Founder of [www.cyberbullying.ca](http://www.cyberbullying.ca), the world's first website about cyberbullying) defined this unpleasant phenomenon in the following terms:

*Cyberbullying 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.*

Cyberbullying can involve social websites, mobile phones, text messages, photographs and email. The School has regard to the DfE's non-statutory guidance [Cyberbullying: Advice for headteachers and school staff](#) (2014).

### **Preventative Measures & Reporting Procedures**

In addition to the preventative measures and reporting procedures described above, we adhere to the active management of hardware, software and connectivity. Davenies:

- Expects all pupils to adhere to its policy for the safe use of the internet. Certain sites are blocked by our filtering system and our IT Department monitors pupils' usage through the use of Impero. The filtering system is checked on a termly basis using the Government recommended system SWGfL.
- May impose sanctions for the misuse, or attempted misuse of the internet.
- Offers guidance on the safe use of social networking sites and cyberbullying in PSHE & Computing lessons, which covers blocking and removing contacts from "buddy lists".
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.
- Only boys in Years 7 & 8 may bring mobile phones into school (Year 6 in the Summer Term), with the express permission of their parents. Pupils' mobile phones (and their associated cameras) are not permitted in classrooms, public areas of the school, or on trips and must be handed in to the Form Tutor or Head of Senior School on arrival.

See the School's *IT Handbook* for further information.

## Reporting Bullying to the Police or Social Services

Some forms of bullying are illegal and should be reported to the police and become a Child Protection Issue. These include:

- Violence or assault
- Theft
- Repeated harassment or intimidation, e.g. name calling, threats and abusive phone calls, emails or text messages
- Hate crimes

For further information on the threshold of reporting a bully to outside agencies, please refer to:

<https://www.gov.uk/bullying-at-school/reporting-bullying>

## Procedures for Dealing with Reported Bullying

### *Immediate Action*

- The member of staff to whom it was reported, or who first discovers the situation, will control the situation, reassure and support the pupils involved.
- He/she will collate the immediate facts – what has happened? Who was involved? What was seen and by whom?
- If a physical incident has been reported the victim should be sent to the medical team for assessment
- He/she will sanction individuals if necessary, according to the Behaviour Policy, and paying specific regard to the 'Hands to yourself' directive and the 'Be Kind' aspect of the Davenies Code.
- He/she must record the incident on the Wellbeing Manager module of iSAMS by the end of the day of the incident.
- He/she must inform both the Form Teacher(s) and the relevant Pastoral Head, stating a brief outline of the incident, those involved and confirm that it has been recorded on iSAMS.
- Usually the Pastoral Head will require the Form Teacher, or member of staff supervising at the time, to contact the victim's parents by telephone, on the day of the incident. This should also be noted on the Wellbeing entry on iSAMS.
- The Pastoral Head or will Form Teacher contact the protagonist's parents.

### *To Follow*

- The Form Teacher and the Pastoral Head will together decide whether further investigation is warranted and a Bullying Incident Report Form is to be opened (please see Annex B).
- The Form Teacher of the victim will investigate further in conjunction with the Pastoral Head.
- Where the Pastoral Head feels this constitutes child-on-child abuse (please refer to *Safeguarding Policy* for further information), the School DSL or DDSLs must be informed immediately.
- In matters of an extremely serious nature, the Deputy Head Pastoral/DSL will investigate.
- A way forward, including disciplinary sanctions and possibly counselling, should be agreed. This should recognise that suitable support is needed both for pupils who are being bullied and for pupils who bully others, as well as dealing with appropriate disciplinary measures. This will be communicated to boys and parents involved.

### *In the Longer Term*

- Three recorded checks should be made by the victim's Form Teacher / Tutor or Pastoral Head one day, one week and one month after the allegation, to check that there have been no recurrences. This should be added to the Bullying Incident Report Form. If no further concerns exist, at that stage the incident may be closed by a member of the Pastoral Team.
- A monitoring and review of the incident outcomes is in place via iSAMS.

### **Possible Disciplinary Procedures**

It is important to realise that this is directly linked to the *Behaviour Policy (including Rewards & Sanctions, Expulsions & Suspensions)* within the school. A variety of disciplinary procedures can be employed by staff and applied to the perpetrator to reflect the severity and seriousness of the incident and to convey a deterrent effect. Owing to the fact that there are a great many different scenarios, there must be an allowance of 'common sense' on the part of the staff when following a disciplinary procedure:

- A verbal apology to the victim, within the presence of the Form Teacher.
- A Minus, recorded on iSAMS (*Rewards & Conduct* section), along with a brief explanation.
- A handwritten letter of apology, done during a morning or lunch break period.
- Community service requirement, such as tidying and sorting lost property in the school changing rooms, or tidying a key area of the school, e.g. the lockers.
- Report card. A behavioural report card is aimed at correcting poor behaviour in the classroom.
- Break Time Report Card
- Break Time Detention
- Headmaster's Detention – this takes place on a Friday, between 4:00pm – 5:00pm, supervised by the Headmaster, the Deputy Head Pastoral DSL or a member of the school's Executive Leadership Team. It takes precedence over all other school activities, matches or outings.
- An 'isolation day' at school, where the perpetrator is in school receiving work to complete in a separate environment to their fellow pupils.
- A 'consideration day' at home, whereby the perpetrator has an opportunity to think through their actions away from the school environment and the possible influence of their peer group. This is decided upon by the Headmaster, after consultation with the Deputy Head: Pastoral & Safeguarding.
- Suspension – the perpetrator is sent home for several days.
- Expulsion – the Headmaster may choose to permanently exclude an individual for a very serious incident, usually after consultation with all parties involved as well as some members of the school's governing body.

### **Pre-Prep**

The Pre-Prep promotes and rewards good behaviour. This is done regularly in Circle Time, story time and assemblies and with the use of stickers and stars. The promotion and reward system is designed as a way of developing an ethos of kindness and co-operation which, in turn, deters anti-social behaviour.

Pupils who bully during break time will initially be told to sit on the bench in the Dell for a length of time deemed suitable by the teacher or assistant on duty. Then the pupils involved will be spoken to and a resolution achieved. The Form Teacher will be informed and the incident will be recorded on iSAMS.

If the same pupil bullies again, they will be kept in during the next playtime with their form teacher or the Head of Pre-Prep. The incident will be recorded and the parents will be informed and may be asked to come into school to discuss the problem with the teachers and/or Deputy Head Pastoral.

If the same pupils bully again, they will be sent to the Headmaster.

Bullying incidents are always discussed under the agenda 'boys' in staff meetings so that all staff are aware of concerns. This is of paramount importance as all staff undertake playground duties.

### **Data Protection**

The School retains records within the Wellbeing Manager module on iSAMS. Supporting information may be retained by the Pastoral Team for up to 5 years after the incident, whilst the boy remains at Davenies. Once a boy has left, any information will be archived. For further information, please see the School's Data Protection Privacy Notices.

**Updated:** Autumn Term 2026 Deputy Head Pastoral/DSL

**Review:** Autumn Term 2027 Deputy Head Pastoral/DSL

**What should I do if someone is being unkind  
towards me?**

...Use the

# **TAG System**

**T** – Tell the person how you feel

**A** – Ask them to stop

**G** – Get help

Who can I turn to at School  
if I need to talk about a problem?

I can talk to any  
member of Davenies  
Staff

My Form Teacher  
or Shadow Form  
Teacher

One of the Pastoral  
Heads: Mr Sergeant,  
Miss Bell

Deputy Head,  
Mr Cooke

Our School Medical Team,  
Mrs Rose or Mrs Dickinson

Deputy Head,  
Mr Fryer

Mrs Battersby, the  
School's Designated  
Safeguarding Lead

Our Head of Learning  
Support, Mrs Stanhope

A Year 8 Leader

## Annex B

### Potential Bullying Incident Report Form



|                                                                                                                                                 |                          |                                         |                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-----------------------------------------|--------------------------|
| <b>Reported by:</b>                                                                                                                             |                          |                                         |                          |
| <b>Name of victim:</b>                                                                                                                          |                          | <b>Age:</b>                             | <b>Class:</b>            |
| Date(s), time(s) and location(s) of incident(s):                                                                                                |                          |                                         |                          |
| <b>Details of people involved</b>                                                                                                               |                          |                                         |                          |
| Please include names, ages, classes, each child's role (ringleader, outsider, assistant, defender, witness) and the level of their involvement. |                          |                                         |                          |
| 1 = very involved   2 = involved   3 = slightly involved   4 = only indirectly involved                                                         |                          |                                         |                          |
| <b>Forms of bullying used:</b> tick all that apply                                                                                              |                          |                                         |                          |
| Physical aggression                                                                                                                             |                          | Damaging or taking personal possessions |                          |
| Deliberately excluding                                                                                                                          |                          | Verbal threats                          |                          |
| Name calling and teasing                                                                                                                        |                          | Spreading rumours                       |                          |
| Cyber bullying                                                                                                                                  |                          | Initiation/hazing (refer to DSL)        |                          |
| <b>Frequency and duration of bullying behaviour:</b>                                                                                            |                          |                                         |                          |
| Once or twice                                                                                                                                   | <input type="checkbox"/> | Persisting over two months              | <input type="checkbox"/> |
| Several times a week                                                                                                                            | <input type="checkbox"/> | Persisting for more than a year         | <input type="checkbox"/> |

|                                                                                                           |                                          |
|-----------------------------------------------------------------------------------------------------------|------------------------------------------|
| <b>Other notes on incident:</b> including relevant previous behaviour                                     |                                          |
| <b>Checklist:</b> tick as appropriate                                                                     |                                          |
| Has policy and procedure be followed?                                                                     | Has a follow up date been set?           |
| Have parents/carers been notified?                                                                        | Has action been agreed with victim?      |
| Had individual discussions with all?                                                                      | Has action been agreed with perpetrator? |
| Had group discussion with all involved?                                                                   | Are notes and comments on iSAMS?         |
| Has the Pastoral Head/ DSL been informed?                                                                 | Has the Deputy Head been informed?       |
| <b>Other actions:</b>                                                                                     |                                          |
| Medical treatment required?                                                                               | Referral to other agencies?              |
| Police involvement?                                                                                       | Specific report from staff attached?     |
| Report to Governors?                                                                                      | Other?                                   |
| <b>Details of actions agreed with everyone involved – including parents and carers where appropriate:</b> |                                          |
| <b>Follow up checks:</b>                                                                                  |                                          |

**Completed by:**

**Role:**

**Date:**

**Checked by:**

**Role:** Assistant Head: Head of Pastoral and Safeguarding

**Date:**

**Outcome of follow up and further actions taken:**

Has the bullying stopped?

Yes

No

**Describe any other outcomes, who was involved and when they occurred:**