DLD COLLEGE LONDON
ESTABLISHED 1931

Anti-Bullying Policy

Primary person responsible for updates to this policy: Senior Vice Principal (Pastoral)
Last review date: July 2026
Next review date: July 2027

Circulation: This policy has been adopted by the governors and is available to parents on request. It is addressed to all members of staff and volunteers and applies wherever they are working with children.
'Parents' refers to parents, guardians and carers.

DLD College fully recognises its responsibility for child protection and is aware that the safeguarding and promotion of the welfare of children is of paramount importance. This policy complies with DfE guidance 'Keeping Children Safe in Education'. 'Working Together to Safeguard Children (2023) and DfE statutory guidance 'Dealing with Allegations of Abuse against Teachers and Other Staff (2015)'. Our procedures are in line with our local safeguarding partnership [Lambeth].
This policy has been adopted by the governors, is addressed to all members of staff and volunteers, is available to parents on request and is published on the school's website. It applies wherever staff or volunteers are working with students, including when this involves being away from the school: for example, on an educational visit.

Anti-Bullying Policy and Procedures

Please also see Safeguarding Policy

Bullying impacts on its victims' attendance and attainment at school, marginalises those groups who may be targets for bullies and can have a life-long negative impact on some young people's lives. At worst, bullying has been a factor in student suicide. In this light, although bullying is not a specific criminal offence, there are criminal laws which apply to assault, harassment and threatening behaviour – including over the internet or by SMS.

We aim to promote thoughtfulness towards and consideration of others. Bullying is unacceptable and will not be tolerated. We aim therefore to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. We make students aware of our anti-bullying policy by referring to it at Induction and through our Personal, Social, Health and Economic (PSHE) programme.

The school recognises that bullying may occur both inside and outside school, including online and in the community, and will take a contextual safeguarding approach

We also make the Staff aware of the Anti-bullying policy by making it available in the Staff handbook, College's website and by talking them through it as part of the Safeguarding Policy.

General Principles

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It can be racial, religious, cultural, sexual/sexist, homophobic, biphobic, transphobic, disability and or cyber (mobile phones etc.) in origin.

The school recognises the unique nature of boarding life and, where incidents of bullying involve boarders, will consider the implications of pupils sharing living spaces and routines. Measures may include enhanced supervision, increased pastoral monitoring, restorative interventions, mediation where appropriate, and ongoing review of arrangements so that all pupils feel safe, supported and able to participate fully in boarding life. Sanctions and interventions will take account of the fact that pupils continue to live alongside one another during term time and will be designed to promote both accountability and the restoration of positive relationships within the boarding community.

The main categories of bullying are:

- **Physical** (hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm)
- **Verbal** (name calling, racist, Sexual/ Sexist or homophobic remarks, Whispering, obscene letters, emails or texts, anonymous calls, using Photographs/ images, remarks relating to any disability, actively excluding students, tormenting, spreading rumours, teasing, insulting, writing unkind notes)
- **Emotional** (tormenting, gesturing, spreading rumours, excluding someone from social groups)

Cyber Bullying (for further information see Online Safety Policy)

Cyber bullying is perpetrated via a technological medium, e.g. the internet or mobile phone. It can be an extension of 'face to face' bullying, with technology providing the bully with

another route to harass their target. However, it differs in several ways from other kinds of bullying because of *the invasion of home and personal space and the size of the audience.* It takes different forms;

- threats and intimidation
- harassment
- cyber stalking e.g. repeatedly sending unwanted texts, defamation
- exclusion or peer rejection
- impersonation
- circulation of private information or images and manipulation

Cyber bullying is deliberate and aggressive. Although it leaves no visible scars, cyber bullying is extremely destructive. What is more, bullies can reach a much wider number within a peer group than they can with conventional bullying. Vindictive comments posted on the website, for instance, can be seen by a larger audience, as can video clips sent by mobile phones. Children are less likely to report the problem through fear of having their Internet access or phone removed. Parents need to be informed of what is happening to their child or what their child is doing. Research into cyber bullying indicates that it is a feature of many young people's lives. It can affect members of staff and other adults, as staff can be ridiculed, threatened and otherwise abused by students.

Cyber bullying, like all other forms of bullying, should be taken very seriously. It is never acceptable.

Child-on-child abuse

Child-on-child abuse is a recognition that children can abuse other children. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault; for further information about sexual violence see Annex A of KCSIE.
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture 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;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals

The College does not accept any form of child-on-child abuse and reports of this form of bullying will not be tolerated and reports of this type will be investigated in line with the steps set out below.

Homophobic, biphobic and transphobic bullying

Homophobic bullying is bullying that is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people. Homophobic bullying may be targeted at students who are, or who are perceived to be, lesbian, gay or bi. It can also suggest that someone or something is less worthy because they are lesbian, gay or bi. Homophobic bullying is also often targeted at students who have lesbian, gay or bi family members, and students who do not conform to gender stereotypes or are seen to be 'different' in some way.

For example,

- a boy repeatedly being called 'gay' for holding hands with another boy

- a girl who reports that she keeps repeatedly being called a 'lesbian' and 'not a real girl' by other students because she has short hair

Biphobic bullying is bullying based on prejudice or negative attitudes, beliefs or views specifically about bisexual people. Biphobic bullying may be targeted at students who are openly bisexual, those who are questioning their sexual orientation, or students who are suspected of being bisexual. Biphobic bullying may target students with negative stereotyping (for example suggesting that they are greedy) or assume that being bisexual is a phase.

For example,

- a bisexual student receiving ongoing name-calling and jokes about being 'greedy' because they are attracted to boys and girls
- a bisexual student repeatedly being asked probing or intimidating questions such as 'can't you make your mind up – do you fancy boys or girls?' or 'why can't you be normal and just pick boys or girls?'

Transphobic bullying is bullying based on prejudice or negative attitudes, views or beliefs about trans people. Transphobic bullying affects young people who are trans but can also affect those questioning their gender identity as well as students who are not trans but do not conform to gender stereotypes. For example, students pestering a trans young person with questions about their gender such as 'are you a real boy?' or 'are you a boy, or are you a girl?' or asking invasive questions like 'do you wear knickers or boxers?' or 'what body parts do you have?', a girl being teased and called names referring to her as a boy or trans because she wears trousers or 'boys' clothes', a boy who tells his friends that his dad is now his mum suffers other students laughing and repeatedly telling him 'that can't happen – your dad's a freak'.

Homophobic language This could be the casual derogatory use of the word 'gay' to mean something negative or the use of explicit homophobic terms. For example: 'that's go gay' or 'you're so gay'; 'those trainers are so gay', someone calling another student a 'dyke' or 'faggot'. Biphobic language for example, shouting 'bi-bi' referring to a bisexual person as 'greedy'. Transphobic language for example, referring to a someone as a 'tranny'.

Duties under the Equality Act 2010

The College recognises that bullying can be discriminatory based on a student's age, disability, gender reassignment, pregnancy, race, religion or belief, sex and sexual orientation. The College seeks to advance equality of opportunity and to foster good relations between students who share a protected characteristic and those who do not. Discriminatory bullying will never be tolerated and will be dealt with in accordance with this policy. Levels of discriminatory bullying will be monitored by the College to ensure it can be prevented and tackled in an informed way. Further guidance on discriminatory bullying can be found in the 'Further sources of information' guidance in the DfE's anti-bullying guidance and in The Equality and Human Rights Commissions "Tips for tackling discriminatory bullying". This policy is informed by safeguarding expectations including KCSIE and reflects evolving best practice, particularly in relation to online harm, sexual harassment and peer-on-peer abuse.

Approach

Schools' teaching and ancillary staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

We ensure that students understand that bullying is not acceptable and that withholding

information protects the bully and allows them to continue the practice.

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Students can approach any member of staff if they are bullied or become aware of others being bullied but the key person is the Senior Vice Principal (Pastoral) & Designated Safeguarding Lead. The student should be referred to the DSL who will take the appropriate steps as outlined below.

Reporting Bullying

The following steps are taken when dealing with incidents:
If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached. She/he will provide a clear written account of the incident to the Principal.

- The Principal and DSL (or senior members of staff that the Principal or DSL have nominated) will interview all concerned and will record the incident obtaining witness information where necessary.
- A copy of the report will be placed in a file which holds all the records relating to incidents of bullying. This is done to help identify any patterns. The file is kept in the Principal's PA's office.
- The DSL and the Principal (or senior member of staff) will be kept informed and will inform the appropriate subject teachers and appropriate staff where a member of staff is involved.
- Parents will be kept informed.
- Sanctions will be used as appropriate and in consultation with all parties concerned to prevent further incidents.

The Victim - Student who has been bullied will be supported in the following way:

- Listen to and reassure the victim that the school will do everything to help them.
- Believe them and give them the confidence to tell you exactly what happened.
- Don't promise to keep anything secret.
- Deal with the incident itself or refer to DSL and or the Principal immediately. Inform the DSL or the Housemaster/mistress (HM) in any case, even if you decide to deal with the incident in the first place.
- Inform the victim that bullies feed on fear. Don't show that fear or take personal revenge.
- The victim should be reassured that it is not their fault, and that this has happened to others. There is nothing wrong with them. They need help to regain their self-esteem.
- Give continued support to the victim and check at later dates to see that bullying is not re-occurring
- Encourage the victim to talk to peers and mentors.

The Bully - Students who have been bullied will be helped by:

- Discussing what happened
- Discovering why the student became involved
- Establishing the wrongdoing and need to change. Make the bully aware that their behaviour is unacceptable.
- Explain clearly and precisely what behaviour is causing distress to the victim
- Discuss the difference between assertive and aggressive behaviour.

- Make the bully aware of the consequences if bullying continues
- informing parents or guardians to help change the attitude of the student

The following disciplinary steps can be taken:

- Official warnings
- Obtaining an apology
- Providing mentor support for both victim and bully
- Exclusion from certain areas of school premises
- Fixed-term exclusion
- Permanent exclusion

The school will raise the awareness of the nature of bullying at Student Induction and Personal Tutor sessions.

Physical intervention

We acknowledge that staff should only intervene physically as a last resort, when a child is endangering him/herself or others and that at all times it must be the minimal force necessary to prevent injury to another person. The staff members are aware of their duty at times where physical intervention is necessary and/or immediately seek help of another Staff member to do so. Such events should be recorded and signed by a witness.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under Safeguarding or disciplinary procedures.

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Whistleblowing is the mechanism by which adults can raise their concerns in good faith, without fear of repercussions.

Our whistleblowing policy meets the terms of the Protected Disclosures Act 2014 (amended 2022). Adults who use the procedure should be aware that their employment rights are protected.

All staff should be aware of their duty to raise any concerns about the management of Safeguarding, which may include the attitude or actions of colleagues. If the member of staff reporting suspicions remains dissatisfied by a decision not to act by the Principal or the DSL, he or she may, as a responsible citizen, report concerns directly to Social Services. He or she will be considered to have acted in a private capacity and will not be held accountable for undermining a College decision.

Monitoring, evaluation and review

The school will review its policies on Safeguarding and Anti-Bullying annually and assess the implementation and effectiveness of them and remedy any deficiencies or weakness without delay. The policy will be promoted and implemented throughout the school. The DSL will provide an annual report to the lead governor highlighting; training undertaken by the DSL and by member of Staff; the number and type of incidents/ cases.

Key contact details

Local authority designated officer (LADO)	Lado@lambeth.gov.uk **020 7926 4679** **07720 828 700** **Integrated Referral Hub** **020 7926 3100** **or email** helpandprotection@lambeth.gov.uk **or** help.protection@lambeth.cjsm.net **(secure email)**
Lambeth Children's social care (CSC)	**020 7926 5555**
Lambeth Safeguarding Children Partnership (LSCP)	**Jim Gamble QPM (Independent Commissioner)** **020 7926 4759** saferchildren@lambeth.gov.uk

Bullying and prejudice-based incident reporting form

This form is for anyone to share details of bullying or a prejudice-based incident in school. This form can be completed online Bullying Policy Reporting Form – Fill out form and is also available on the staff dashboard and student portal

All incidents reported via these forms, whether bullying or a prejudice-based incident, should be recorded centrally. All members of staff, both teaching and non-teaching and including boarding supervisors, caretakers and catering staff should use this form to report incidents. In most cases each incident will be recorded on the school database (SIMS) and the categories on the form should reflect the categories available for selection on the central database. This data should then be regularly monitored and analysed by the designated anti-bullying leads as outlined in your anti-bullying policy. They should analyse any trends in homophobic, biphobic and transphobic bullying across your school, for example if more cases are occurring in a particular year group or there are repeated incidences from an individual student. Data should be regularly reported to governors as outlined in the anti-bullying policy. This will help to target any follow-up actions, initiatives and support in school.

Homophobic, biphobic and transphobic language should also be recorded, monitored and analysed on a central system. This will not always require a full incident reporting form unless it is a serious prejudice-based incident.