

Oundle School Child Protection/Safeguarding Policy, Countering Bullying Policy and Cyberbullying Policy

This policy must be read in conjunction with the School's Missing Pupil Procedure Policy and Whistle Blowing Policy

Key Points

- Oundle School is dedicated to safeguarding and promoting the welfare of its boarding and day pupils, regardless of age, ability, race, culture, religion, sexuality or class.
- It is the duty of all members of staff, both teaching and non-teaching, to play an active role in ensuring the safety and promoting the welfare of the children in the School's care.
- It is the duty of the IT staff to ensure that Internet access and electronic communication is as safe as possible. It is the responsibility of ICT teaching staff to teach the best safe practice in electronic communication.
- All members of staff are expected to be aware of and follow the Child Protection/Safeguarding procedures. In particular they need to be aware of their duty to report concerns, the guidance for identifying child abuse, what to do if a child makes an allegation of child abuse and issues about confidentiality. Each member of staff is issued with guidelines (Annexe 2), has training during induction and receives refresher training at least once every three years. Senior pupils also receive guidelines on Child Protection/Safeguarding procedures as part of prefect training (Annexe 2).
- Members of the School do not investigate serious allegations of child abuse themselves. As required, serious allegations will be reported to Children and Young People's Services and, if necessary, the Police. When a serious allegation is made against a member of staff then the School will report it and any findings following investigation, to the Secretary of State for Education at the Department for Education, even if the School has ceased to use that person's services.
- Alongside the Headmaster, the following people have specific responsibility for Child Protection matters at the School: two Designated Staff (Mr Ben Raudnitz and Mrs Margaret Holmstrom) managed by the Director of Pastoral Care (Mrs Daviona Watt) as

the Designated Senior Person responsible and, from the Governing Body, Mr Peter Bostelmann (see Annexe 1 for a description of their roles).

- The Governing Body undertakes an annual review of the School's Child Protection/Safeguarding policies and procedures and of the efficiency with which the related duties have been discharged.
- Child Protection/Safeguarding is integrated into the School ethos. The School operates Safe Recruitment procedures (Annexe 3) and has a well-established Countering-Bullying Policy (Annexe 4) and Cyberbullying Policy (Annexe 4a).
- Any deficiencies or weaknesses in child protection arrangements are remedied without delay.

Duty to Report

Any member of staff who either knows of, is told of, or strongly suspects any incident of physical or sexual child abuse occurring in the School, or to a pupil of the School at home or outside the School must report the information the same day to one of the two Designated Staff, **unless** it involves an allegation against a member of staff in which case it should be reported directly to the Headmaster or, in his absence, to the Governor with specific responsibility for Child Protection Mr Peter Bostelmann (01983 613876/0208 789 9467).

In the absence of the Designated Staff, the immediate report should be made to the Director of Pastoral Care or the Second Master. If the allegation or suspicion is about the Headmaster, the report should be made either to the Governor with specific responsibility for Child Protection or to the Local Area Designated Officer (LADO) (Children and Young People's Services 01536 533933). (Out of Hours Service 01604 626938). (Police Child Protection Unit 01933 304420).

Child abuse to be reported includes abuse of a pupil by a staff member or other adult, abuse at home which a pupil reports to staff, abuse by a stranger outside school, and abuse of one pupil by another pupil. In the case of abuse by a pupil, or group of pupils, the key issues identifying the problem as abuse (rather than an isolated instance of bullying or 'adolescent experimentation' which would be anticipated to be within normal bounds in the school community) are:

- The frequency, nature and severity of the incident(s),
- The ages and relative ages of the pupils involved,
- Whether the victim was coerced by physical force, fear or by a pupil or group of pupils significantly older than him or her, or having power or authority over him or her,

- Whether the incident involved a potentially criminal act, and whether if the same incident (or injury) had occurred to a member of staff or other adult, it would have been regarded as assault or otherwise actionable.

The School's Duty To Report To External Child Protection/Safeguarding Bodies

The School has a duty to refer information to the Independent Safeguarding Authority (ISA) if it is clear that a person has harmed, or poses a risk of harm, to a child or vulnerable adult. The School will report any individual who is barred from working with children who has tried to work in any capacity at the School. The School also agrees to supply information about individuals to the ISA as and when requested to do so.

The School also has a duty to refer information to Children and Young People's Service if it is believed or suspected that a child is suffering or is likely to suffer Significant Harm. Any such referral must be made as soon as possible when any concern of Significant Harm becomes known – the greater the level of perceived risk, the more urgent the action should be. The suspicion or allegation may be based on information which comes from different sources. It may relate to a single incident or an accumulation of lower level concerns. When in doubt, concerns must be shared.

Investigations into Child Abuse are always externally managed. Members of the School do not investigate reports of physical or sexual abuse themselves. Alleged victims, perpetrators, those reporting abuse and others involved will not be interviewed by members of staff beyond the point at which it is clear that there is an allegation of abuse. The interviewing of children and adults involved will be carried out by specially trained staff only, following procedures in line with government requirements and in the light of the recommendations of past inquiries into the handling of child abuse issues.

"Low Level" Concerns

Where the School has 'low level' concerns that do not amount to allegations or suspicions of specific abuse, but which may indicate the possibility of abuse occurring, the Headmaster or Designated Staff member should discuss these with the Local Authority Designated Officer (LADO) as appropriate.

Where low level concerns have been raised but not evidenced then the School may deem it appropriate to conduct an initial investigation to clarify its course of action. Where there is found to be evidence of concerns then the School will report its findings to Children and Young People's Service.

Where low level concerns relate to staff conduct or behaviour, but do not amount to potential abuse, then the School may choose to take appropriate disciplinary action.

The School should consider taking, and as necessary should take, disciplinary action against any member of staff or agent of the school, where it believes pupils are at risk of abuse from that member of staff, even in cases where there is to be no criminal prosecution. Disciplinary proceedings and grounds for concern over pupils' welfare may be based on 'balance of probability', rather than 'beyond reasonable doubt'. In cases where a member of staff resigns following an allegation, the investigation should still be concluded and any findings reported to the ISA

The School acknowledges that its policy will inevitably lead to some investigations being triggered which do not substantiate the allegation made, as well as those that do. It is a basic assumption that it is better to endure some 'false alarms' than to fail to initiate specialist investigation of instances of real abuse.

When An Allegation Of Physical Or Sexual Abuse Is Made

Any staff member to whom an allegation of physical or sexual abuse is made should:

1. Limit any questioning to the minimum necessary to seek clarification only, strictly avoiding 'leading' the pupil or adult who has approached them by making suggestions or asking questions that introduce their own ideas about what may have happened. (Do **not** ask questions like 'Did s/he do x to you?', using instead a minimum number of questions of the 'Tell me what has happened' type).
2. Stop asking any more questions as soon as the pupil or adult has disclosed that he or she believes that something abusive has happened to him or her, or to someone else.
3. Tell the informing pupil or adult that the staff member will now make sure that the appropriate people are brought in to follow the problem up (these will include the specialist social worker, and that worker may need to involve the police).
4. Ask the informing pupil or adult what steps they would like to be taken to protect them now that they have made an allegation, and assure them that the school will try to follow their wishes.
5. Refer the matter the same day, with all relevant details, to the Designated Staff, the Headmaster or the Governor with specific responsibility for Child Protection, as above. (If this cannot be done, the staff member him/herself should contact the Social Services Local Area Designated Officer as below).

6. Make a handwritten record as soon as possible of what they have been told, using the child's words as far as possible, and make a copy of this available to the Designated Staff or Headmaster.

When An Allegation Is Passed On

On receiving an allegation of physical or sexual abuse, the Designated Staff, the Headmaster or the Governor with specific responsibility for Child Protection, should:

1. Take any steps needed to protect any pupil involved from risk of immediate harm. (This may involve allocating an appropriate member of staff, as far as possible a person chosen by the pupil him/herself to stay with him or her. Similarly an inspector receiving an allegation of abuse at the school may stay with the pupil concerned until suitable arrangements for his/her protection are made.)
2. Not interview or investigate the allegation further, but refer the matter the same day to the Local Authority Designated Officer (LADO). He/she should speak personally to the LADO and not rely on leaving a message.
3. Consult the LADO (or officer deputising for him/her) and follow his/her advice about contacting parents, other staff, police, doctor or alleged perpetrator or witnesses direct. Agree with the LADO (or officer deputising) any necessary next steps in relation to:
 - Informing a pupil's parents (there are circumstances where it would be inappropriate to inform parents immediately when an allegation has been made)
 - Medical examination or treatment for the pupil (again, there are circumstances where medical evidence will be needed)
 - Immediate protection that may be needed for a pupil who has been the victim of abuse, a pupil who has given information about abuse, and a pupil against whom an allegation has been made (each of these may now be at risk)
 - Informing other appropriate people at the School (including any other members of staff) of the allegation and its investigation. (Care should be taken at this stage, as knowledge of an allegation or impending investigation can lead to a serious risk of the alleged perpetrator 'covering up' evidence that may be sought by police—or putting pressure on others to remain silent).
 - Informing the placing authority, if there is one.
 - (Contacting the LADO will initiate an independent investigation if this proves to be necessary, and the LADO will arrange, within pre-set time limits, the involvement of the relevant specialist police personnel and if necessary a meeting of the agencies who may need to be involved, together with the school).

4. Inform the pupil or adult who made the initial allegation of what the next steps are to be, having agreed these with the LADO. (It may be helpful for the call to the LADO to be made while the pupil or adult is waiting, so that he or she can be told the likely next steps immediately after the call. If this is not possible the pupil or adult should be told the next step as soon as possible after the call).
5. Inform the Headmaster (unless he is the subject of any of the allegations or suspicions) of the allegation and the action taken as above, and agree necessary further action in line with these standards.
6. The Headmaster makes the decision whether to suspend from duty, pending investigation, any staff member who is alleged to have abused a pupil or pupils. (The decision to suspend should be based on firm grounds such as the accused could impede an investigation, there is a continued threat of harm or the allegations are so serious that they are likely to be grounds for dismissal.)
7. Take any necessary steps for the longer term protection and support of each pupil who has made allegations of abuse, or is alleged to have suffered from abuse, taking his or her wishes fully into account. (This may involve the pupil receiving continuing support and protection from a staff member chosen by him/her, or changing boarding accommodation, or returning to his/her parents temporarily.)
8. Take any necessary steps to protect and support a pupil who is alleged to have abused another. (The allegation may not later be substantiated, but even if it is, the School continues to have a statutory welfare responsibility towards this pupil while he/she is at the School). Ensure that any pupil being interviewed by the police has available a supportive member of staff of his/her own choice to accompany him/her if this becomes necessary.
9. Notify the LADO of the action taken, as soon as possible.
10. Notify the Department for Education of any allegation against a member of staff that is being investigated by the Children and Young People's Services and/or police.
11. Ensure co-operation and information sharing by and with the School in any subsequent investigation by the Children and Young People's Services or police.
12. Make arrangements where feasible for any pupil who has been the subject of abuse to receive any necessary continuing counselling and support, by agreement with his/her parents where appropriate.

Confidentiality

Adults at the School should never give absolute guarantees of confidentiality to pupils or adults wishing to tell them about something serious. They should however guarantee that they will

only pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort the problem out, that they will never tell anyone who does not have a clear 'need to know', and that they will take whatever steps they can to protect the informing pupil or adult from any retaliation or unnecessary stress that might be feared after a disclosure of alleged abuse has been made.

ANNEXE 1

People With Specific Responsibility For Child Protection And Their Roles

- Alongside the Headmaster, the following people have specific responsibility for Child Protection matters at the School: two Child Protection Officers /Designated Staff (Mr Ben Raudnitz and Mrs Margaret Holmstrom) managed by the Director of Pastoral Care (Mrs Daviona Watt) as the Designated Senior Person responsible and, from the Governing Body, Mr Peter Bostelmann.

The Child Protection Officers/Designated Staff Are Responsible For:

Procedure

- Holding and being conversant with current local and national child protection procedures and inter-agency working.
- Keeping up to date through training. It is a requirement that this takes place at least every two years.
- Reviewing and updating the School's Child Protection/Safeguarding Policy. Any deficiencies or weaknesses in the Child Protection/Safeguarding policy and procedures must be remedied without delay.
- Liaison over Child Protection/Safeguarding matters with the local Children and Young People's Service.

Raising Awareness

- Briefing and guiding teaching and non-teaching staff and senior pupils on Child Protection/Safeguarding matters. This includes the briefing of new staff as part of their induction after arrival at the school. Staff must receive Child Protection/Safeguarding training at least every three years. Part-time and voluntary staff who work with children are to be made aware of the arrangements for Child Protection/Safeguarding and their responsibilities.
- Maintaining an up to date Child Protection/Safeguarding Policy in the Staff Handbook.
- Keeping close contact and maintaining Child Protection/Safeguarding awareness with all involved in the School's pastoral care system (School Doctor, Sanatorium Team, Matrons, Counsellor, Chaplains, Housemasters and Housemistresses and their tutorial teams, House Friends, Head of PSHE).
- Ensuring that the Child Protection/Safeguarding procedures are followed within the School, that each member of staff has access to the procedures and an understanding of them.
- The Child Protection/Safeguarding Policy and procedures are available to parents of pupils in the School and are placed on the School website.

Referrals

- Receiving reports of alleged or suspected child abuse within the school, or reported by a pupil relating to incidents at home or outside the school, contacting the Children and Young People's Services, as appropriate, and taking other action in response.

The Director Of Pastoral Care Is Responsible For:

- Keeping records (including regular contact with the Housemasters and Housemistresses).
- Passing on information to a new establishment when a child leaves the school.
- Liaising with the Designated Staff and keeping up to date through training at least every two years.
- Liaising with the Designated Governor.
- Liaising with HR.

The Governor With Specific Responsibility For Child Protection Matters Is Responsible For:

- Meeting with the Director of Pastoral Care regularly (at least once a year) to discuss matters of mutual interest and to be briefed accordingly.
- Undertaking an annual review of the effectiveness of the School's Child Protection/Safeguarding policies and procedures (in conjunction with the Director of Pastoral Care).
- Keeping up to date through training at least every two years.

The Governing Body is responsible for:

- Undertaking an annual review of the School's Child Protection/Safeguarding policies and procedures and of the efficiency with which the related duties have been discharged.

ANNEXE 2

Guidelines

The School issues guidelines to all staff on the prevention of abuse through its Child Protection/Safeguarding Training Programme, Staff Protection Policy and Guidance, and Trips Policy and Procedures.

Guidance covers:

- Staff supervision of high risk situations.
- Avoidance of inappropriate physical contact between staff and pupils.
- Avoidance of inappropriately spending time alone with individual pupils.
- The need for all staff to be vigilant in spotting and reporting clear suspicions that abuse may be occurring.

Specific guidance in the event of a disclosure or allegation is published below.

Oundle School Child Protection/Safeguarding Policy
Information Sheet for Teaching Staff and Matrons

All teaching staff and matrons should be aware of the basic procedures to be followed should a situation arise in which an Oundle School pupil wished to confide in them. Please read the following carefully.

The Four Categories of Significant Harm

- **Neglect** - Failure to meet a child's basic physical/psychological needs, including food, shelter, clothing, emotional support, medical care and a protective environment safe from physical harm.
- **Physical Abuse** - This includes hitting or shaking a child, or grabbing a child by an article of clothing.
- **Sexual Abuse** - This includes physical contact, making children look at pornography or encouraging children to behave in sexually inappropriate ways.
- **Emotional Abuse** - Persistent ill-treatment of a child, which may involve conveying that the child is worthless, unloved, or inadequate. It may also involve the imposition of inappropriate expectations.

What to do when a pupil wants to tell you about something that has happened

- Listen very carefully.
- Do not promise confidentiality.
- Ask "open" questions like "tell me what has happened," and avoid any leading questions like "did s/he do *!?!*! to you?"
- Make written notes as soon as possible, quoting the child's words and noting anything that you have said.
- Do not take it upon yourself to *investigate* what the pupil has told you.
- Do not tell the person about whom the pupil has complained.
- **If you think that a child is at risk contact either of the Designated Staff for Child Protection (the Child Protection Officers) immediately.**



Margaret Holmstrom (MAH)
277206 (Work)
01780 789929 (Home)



Ben Raudnitz (BR)
277154 (Work)
275442 (Home)

Possible Indicators of Abuse - General Signs

- Changes in normal behaviour/attitude.
 - Social withdrawal.
 - Restlessness and aimlessness.
 - Sleeping and eating disturbance.
 - Unexplained change in work ethos.
 - Recurrent stomach/headaches.
 - Any unexplained bruising.
 - Self-harming.
- (This is not a definitive list but may be of use when there are concerns).

Writing a report on what you have been told

- Note the date, time, and your name.
- Note the who/what/where/when of the accusation.
- Quote the child's words as far as possible.
- Note your own opinion if it is relevant, preferably with justification.
- Reflect on why you have logged the incident.
- Hand the report to one of the Child Protection Officers.

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Oundle School Child Protection/Safeguarding Policy
Information Sheet for Senior Pupils

Senior pupils in the School should be aware of the basic procedures to be followed should a situation arise in which another Oundle School pupil wished to confide in them. Please read the following carefully.

The Four Categories of Significant Harm

- **Neglect** - Failure to meet a child's basic physical/psychological needs, including food, shelter, clothing, emotional support, medical care and a protective environment safe from physical harm.
- **Physical Abuse** - This includes hitting or shaking a child, or grabbing a child by an article of clothing.
- **Sexual Abuse** - This includes physical contact, making children look at pornography or encouraging children to behave in sexually inappropriate ways.
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What to do when a pupil wants to tell you about something that has happened

- Listen very carefully.
- Do not promise confidentiality.
- Ask "open" questions like "tell me what has happened," and avoid any leading questions like "did s/he do *!??*! to you?"
- Make written notes as soon as possible, quoting the child's words as far as possible and noting anything that you have said.
- Do not take it upon yourself to *investigate* what the pupil has told you.
- Do not tell the person about whom the pupil has complained.
- **If you think that a child is at risk contact either of the Designated Staff for Child Protection (the Child Protection Officers) immediately.**



Margaret Holmstrom (MAH)
277206 (Work)
01780 789929 (Home)



Ben Raudnitz (BR)
277154 (Work)
275442 (Home)

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- Changes in normal behaviour/attitude.
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- Note the who/what/where/when of the accusation.
- Quote the child's words as far as possible.
- Note your own opinion if it is relevant, preferably with justification.
- Reflect on why you have logged the incident.
- Hand the report to one of the Child Protection Officers.

December 2010

Oundle School Child Protection/Safeguarding Policy
Information Sheet for Non Teaching Staff

Everyone working for the School should be aware of basic procedures to be followed should a situation arise in which an Oundle School pupil wished to confide in an adult working for the School. It does not always follow that in these circumstances a child would necessarily choose to speak to a member of the teaching staff. Please read the following carefully.

The Four Categories of Significant Harm

- **Neglect** - Failure to meet a child's basic physical/psychological needs, including food, shelter, clothing, emotional support, medical care and a protective environment safe from physical harm.
- **Physical Abuse** - This includes hitting or shaking a child, or grabbing a child by an article of clothing.
- **Sexual Abuse** - This includes physical contact, making children look at pornography or encouraging children to behave in sexually inappropriate ways.
- **Emotional Abuse** - Persistent ill-treatment of a child, which may involve conveying that the child is worthless, unloved, or inadequate. It may also involve the imposition of inappropriate expectations.

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- Ask "open" questions like "tell me what has happened," and avoid any leading questions like "did s/he do *!?!* to you?"
- Make written notes as soon as possible, quoting the child's words as far as possible and noting anything that you have said.
- Do not take it upon yourself to *investigate* what the pupil has told you.
- Do not tell the person about whom the pupil has complained.
- **If you think that a child is at risk contact either of the Designated Staff for Child Protection (the Child Protection Officers) immediately.**



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Writing a report on what you have been told

- Note the date, time, and your name.
- Note the who/what/where/when of the accusation.
- Quote the child's words as far as possible.
- Note your own opinion if it is relevant, preferably with justification.
- Reflect on why you have logged the incident.
- Hand the report to one of the Child Protection Officers.

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ANNEXE 3

Recruitment

Refer to the School's Recruitment Policy and Procedures.

ANNEXE 4

Countering Bullying Policy

This policy must be read in conjunction with the School's Cyberbullying and Equality and Diversity Policies.

Oundle School aims to be a caring community where individual and collective responsibilities are paramount. We aim to create a culture and environment where pupils and staff are treated equitably regardless of race, ethnic origin, nationality, gender, disability, age, religion, sexual orientation, marital/parental status, political belief and social/economic group.

We aim to be a community that is truly inclusive; that understands, appreciates and values the equality and diversity of each individual and creates an environment that makes people feel valued and able to participate and achieve their full potential. In this context bullying will not be tolerated. It is everyone's responsibility to prevent it happening and with this in mind this Countering-Bullying Policy Document lays down certain guidelines.

Definition of Bullying:

Bullying is defined as any behaviour - spoken, psychological, electronic or physical - directed towards another which prevents him or her from living at ease with other members of the School. For example it can be:-

- Name calling.
- Making fun of someone in an unpleasant way.
- Stealing, breaking or hiding someone's possessions.
- Storing or sending inappropriate material or messages electronically (defined as cyberbullying and including social websites, mobile 'phones, text messages, photographs and email).
- Pushing or hitting someone.
- Frightening someone into doing things they do not want to do.
- Intimidation to prevent someone doing something they want.
- Excluding another from a game, conversation or information, knowing that it will cause that person distress.

It is not Bullying, for example when:

- Two people have the occasional dispute.
- Senior pupils are given responsibilities to supervise others, carrying out daily routines to ensure the smooth running of House and School.

- When senior pupils administer accepted sanctions fairly, openly and appropriately.

Bullying can occur between:

- Staff to staff.
- Staff to pupil.
- Pupil to pupil.
- Pupil to staff.

Bullying behaviour is demeaning and frightening and can cause psychological damage and even suicide. At Oundle we aim to provide a safe and stimulating environment, including within the electronic network, in which every pupil can reach his or her full potential in all areas. The essence of this experience is that each person will gain self-esteem and be uniquely valued by others. We, as a staff, have a responsibility to help both the bully and the victim.

THE LONG TERM PREVENTION OF BULLYING

At Oundle we are Pro-active and Aim to Provide:

- Positive role models as staff in terms of communication and respect for each other.
- An atmosphere which builds positive self-images among pupils and commends appropriate behaviour in all areas.
- One-to-one contact with personal tutors for every pupil on a regular basis.
- Reassurance that all senior pupils with some responsibility for younger pupils are sensitively prepared for this role and receive regular support.
- INSET days for staff on how to react to and deal with instances of bullying or possible bullying.
- Proper Internet security, filtering and ICT education.
- A structured PSHE programme within the curriculum Tutorial Time which aims at developing personal and inter-personal skills and deals specifically with the issue of bullying.

HOW WILL BULLYING BE MONITORED?

Bullying will be Monitored in School through:

- Staff vigilance and good pupil/staff and good pupil/tutor relationships.
- Making bullying an item on the agenda of all Pastoral Care Committee Meetings at which, if necessary, any bullies or pupils at risk are discussed.
- PSHE discussions.

- Awareness raising and surveys amongst pupils and staff.

WHAT HAPPENS IF BULLYING OCCURS?

The School will react firmly and promptly where bullying is identified. There is a range of follow-up steps available to the staff depending on the perceived seriousness of the situation.

Some of these steps include:-

- Discussion with staff and pupils.
- Withdrawal of privileges.
- Referral to senior staff.
- Letter home to parents.
- A record of the incident on file.
- A good behaviour contract.
- Suspension from the School.
- Expulsion from the School.

THE 'MEDIATION' APPROACH

There is no quick or easy way to change the ways of children who use bullying tactics. Educating and raising awareness are key to success: Talking to bullies, getting them to see that their behaviour is upsetting to others and getting them to suggest better ways of behaving are often more effective than punishing and reduce the likelihood of the 'revenge' factor. Punishment, however, should be used where appropriate, as part of the wider strategy if mediation has failed and ultimately, bullies who do not mend their ways will be asked to leave the School.

WHAT CAN ALL MEMBERS OF STAFF DO?

- Always be alert wherever you are on the School site, or outside School with pupils.
- Reinforce good practice in electronic communication at all times.
- Respond immediately, swiftly and unambiguously to individual incidents of bullying and inform relevant Tutors and Housemasters or Housemistresses who will provide support, investigate and mediate/invoke the disciplinary process as appropriate.
- Use the House pastoral network to raise awareness and identify ways of reducing the risk of bullying at times and in places where it is most likely.
- Support and protect children who are being bullied and help them develop positive strategies and assertion. They need a balance between protection and empowerment. Keep a special watch on those involved.
- Help bullies to change their behaviour.
- Give both bullies and children who have been bullied constructive and challenging tasks to do in their free time.
- Inform parents at an early stage.
- Record incidents for file and pass information to Housemasters/Designated Staff for Child Protection (the Child Protection Officers) as appropriate.

- Inform colleagues and ask them to be vigilant.
- Address areas where bullying might be more likely to happen.
- Encourage all pupils to break the silence about bullying behaviour. Emphasize that those who watch bullying and do nothing about it are encouraging and endorsing bullying behaviour.

ADVICE GIVEN TO PUPILS

- Talk to an adult you can trust.
- Note the lists of additional people you can talk to near House telephones.
- Try not to show that you are upset - this is difficult but remember that bullies are looking for a reaction.
- Try being assertive e.g. walk quickly and confidently even if you feel upset inside.
- Do not fight back.
- Stay close to your friends who are supportive of you.
- If you are different in any way be proud of it.
- Avoid being alone in places where bullying might happen.

REMEMBER do not stand by and watch someone being bullied. It is everyone's responsibility to prevent it happening.

This policy must be read in conjunction with the School's Countering Bullying and Information Technology - Acceptable Use Policies.

The School is committed to protecting pupils and staff from potential harm deriving from their use of the internet, mobile telephones and other electronic and digital technology or systems. The School's IT network is secure and subject to continuous monitoring in the interests of safeguarding the wellbeing of all members of the School community. The School takes reasonable steps to control and monitor the use of the internet and other electronic means of communication without disproportionately compromising pupils' privacy or their ability to communicate with their parents/carers or outside agencies.

The School's pupil IT Acceptable Use Policy aims to ensure that pupils are responsible in their use of IT, making sure that they safeguard their own wellbeing, do nothing that adversely affects others, adopt good practice to enable the efficient operation of the School network and do not waste time. The pupil IT Acceptable Use Policy

- defines what constitutes safe and acceptable use of the internet and any other electronic and digital services to which pupils have access whether or not provided by the school
- identifies clearly what pupils are and are not allowed to do in the digital environment
- provides clear information and guidance about how to be safe in the digital environment

Pupils are expected to confirm their agreement to adhere to the policy online on a regular basis.

Cyberbullying

Cyberbullying can be defined as 'the use of IT, particularly mobile phones and the internet, deliberately to upset someone else'. 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 significant ways:

- by facilitating a far more extreme invasion of personal space;
- the potential for anonymity on the part of the bully;
- the potential for the bully to play to a larger audience;
- through the knowledge that the data is in the world-wide domain, disproportionately amplifying the negative effect on the victim, even though the bully may feel his / her actual actions had been no worse than conventional forms of bullying
- the difficulty in controlling electronically circulated messages.

Cyberbullying takes different forms: threats and intimidation, harassment or 'cyber-stalking' (eg repeatedly sending unwanted texts or instant messages), vilification/defamation, exclusion/peer rejection, impersonation, unauthorised publication of private information/images and manipulation. Pupils are educated on the subject of cyberbullying via the PSHE programme and through pastoral support in Houses from Hsms and Tutors and they are encouraged to report instances of this or any other dangerous or suspicious online behaviour to be dealt with in accordance with the procedures laid down in the School's Countering-Bullying Policy.

All staff have a responsibility to safeguard the welfare of pupils online by educating them, supporting them and reporting any instances of cyberbullying or other dangerous or suspicious online activity in line with School procedures.

CDC ratified on 4/2/2011

ANNEXE 5**Information Published for Pupils****Pastoral Care**

In addition to your Housemaster, Tutor and Matron you can seek assistance at any time from any member of staff including the following:

The Chaplaincy

The Revd Ian Browne	icb@oundleschool.org.uk	01832 275360 (Chaplaincy) 01832 273541 (Home)
Mrs Diana Rees-Jones	drj@oundleschool.org.uk	01832 275360 (Chaplaincy) 01832 270926 (Home)

The Oundle Surgery

Dr David Clayton	clayton@oundleschool.org.uk	01832 272268 (Home)
Dr Kathryn Newell	knewell@oundleschool.org.uk	01832 274504 (Home)

The School Counsellor

Mrs Amanda Langford	alangford@oundleschool.org.uk	Intranet Homepage 07855 152565
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Director of Pastoral Care

Mrs Daviona Watt	dlw@oundleschool.org.uk	01832 277284
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Child Protection Officers

Mrs Margaret Holmstrom	mah@oundleschool.org.uk	01780 789929
Mr Ben Raudnitz	br@oundleschool.org.uk	01832 275442

House Friends

Mrs Val Chesser (B)	housefriend.b@oundleschool.org.uk	01832 272217
Mrs Pat Coutts (F/K)	housefriend.f@oundleschool.org.uk	01832 274098
	housefriend.k@oundleschool.org.uk	
Mrs Tessa Curtis (W)	housefriend.w@oundleschool.org.uk	01832 720578
Mrs Rosalind Evans (StA)	housefriend.sta@oundleschool.org.uk	01832 272708
Mrs Anne Konig (Ldr)	housefriend.ldr@oundleschool.org.uk	01780 782873
Mrs Sally Langham (C)	housefriend.c@oundleschool.org.uk	01832 274717
Mrs Ann Richards (Sn)	housefriend.sn@oundleschool.org.uk	01832 273385
Mrs Mary Poulter (N)	housefriend.n@oundleschool.org.uk	01832 272104
Mrs Margaret Mazeika (G)	housefriend.g@oundleschool.org.uk	01832 280525
Mrs Carolyn Henshilwood (D)	housefriend.d@oundleschool.org.uk	01832 226124

The *Headmaster* is available to see pupils without an appointment from 7:50 am to 8:20 am on Mondays, Thursdays and Saturdays.

Help can also be sought from the following:

Independent Listeners

Mr John Mumford	jsp.mumford@tinyworld.co.uk	01832 272747
Mrs Anne Wood	daramwood@hotmail.com	01832 273865

Childline
Children & Young People's Services
Local Children Safeguarding Board
The Samaritans
Ofsted

0800 1111
01536 533933
0300 126 1006
08457 909090
0300 123 1231

Reviewer	AMP
Date implemented	Feb 2011
Status	
Next Review (max 3 yrs)	Feb 2012