1. AIMS

1.1 The aim of the policy is to prevent bullying of any sort; to promote a culture of kindness and one in which bystanders are courageous and thus ensure that everyone can operate in a supportive, safe and caring environment. Both Tudor Hall School and Carrdus School operate a zero-tolerance approach towards bullying. The school treats bullying as a safeguarding issue and any incidents are taken seriously, as it can cause damage to individual pupils, both physically and emotionally.

Bullying is an anti-social behaviour which affects everyone. We do all we can to prevent bullying, by developing a school ethos in which bullying is not tolerated.

1.2 Bullying of any kind is unacceptable at our school but if bullying does occur, all pupils should feel able to discuss the issue and know that incidents will be dealt with promptly and effectively. All staff have a duty to promote fundamental British values which do not tolerate bullying. Reports of bullying will always be taken seriously.

1.3 This policy aims to produce a consistent school response to any bullying incidents that may occur. It should be read in conjunction with the following policies and procedures:

- Anti-Bullying Procedures
- Child Protection (which contains the Child-on-Child abuse framework)
- Acceptable Use of Technology
- Online Safety and Mobile Devices
- Behaviour and Discipline
- Equal opportunities
- Relationships and Sex Education
- SEND

1.4 This Anti-Bullying Policy is also compliant with:

- Keeping Children Safe in Education 2022
- Preventing and Tackling Bullying: Advice for school Leaders, Staff and Governing Bodies, July 2017
- National Minimum Standards for Boarding Schools National Minimum Standards for Boarding Schools (2022), Standard 15: Promoting Positive Behaviour, Standard 16: Preventing Bullying and Standard 17: Promoting Good Relationships
- Cyberbullying; Advice for head teachers and school staff (2014)
- Equality Act, 2010
- Teaching Online Safety in schools (2019)
- SEND Code of Practice 2015: 0 to 25 years

1.5 Definition of Bullying

Bullying may be defined as any deliberately hurtful behaviour, usually but not exclusively repeated over a period of time, which intentionally hurts another pupil or group physically or emotionally. It is often difficult for those being bullied to defend themselves, and it is often motivated by prejudice. Examples of unacceptable bullying behaviour include:

- physical (including sexual) assault;
- verbal abuse, by name calling, teasing or making offensive remarks.

Bullying can include cyberbullying, prejudice based bullying and discriminatory bullying, physical violence, initiation rituals, gender-based violence, sexual violence, harassment sexting and ethnic background.

- Online abuse, which is defined as the use of IT by an individual or group in a way that is intended to upset others. Examples include using social websites, mobile phones, text messaging, photographs, video and e-mail
- Indirect emotional tormenting by excluding from social groups or spreading malicious rumours

1.6   Bullying may involve complicity that falls short of direct participation by, for instance, manipulating a third party to tease or torment someone. It may be overt and intimidating but is often hidden and subtle. It includes actions or comments that are racist, religious or cultural, homophobic, transphobic, sexist, sexual or which focus on disabilities or other physical attributes (such as hair, colour or body shape) or any reference to Special Educational Needs and/or disability, or because a child is adopted or a carer.

1.7   The seriousness of bullying cannot be emphasised enough and is among the highest concerns that parents have about their children's safety and wellbeing. Bullying is also a primary concern of children and young people themselves. Bullying makes the lives of its victims a misery: it undermines their confidence and self-esteem and destroys their sense of security. Bullying impacts on its victims' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. It can be psychologically damaging and, at worst, it has been a factor in pupil suicide.

1.8   It is acknowledged that bullies may have complex reasons for their behaviour and may well need help. It should also be recognised that the consequences of being allowed to 'get away with it' can be detrimental to them as well as to their victims. All pupils deserve the opportunity to be helped to understand what acceptable behaviour is. Pupils are educated through our PSHEE programme, assemblies, the IMPACT programme (THS) and the wider curriculum and culture to raise awareness, the celebration of differences between people, the importance of avoiding prejudice and understanding the criminal laws that apply to harassment, discrimination, assault and threatening or controlling behaviour. If staff feel that a criminal offence may have been committed, they should seek assistance from the police.

1.9   We acknowledge that sometimes group dynamics can lead to negative behaviour and that assigning victim and aggressor labels can be counterproductive. In such situations we aim to educate the group around appropriate, healthy and positive behaviour through role play and other means.

1.10   We recognise that bullying may occur at any time of the day or night, in or outside school and may involve any members of the school community, including adults (staff or parents), and we are committed to responding to it in all its forms.

2. ACTION

2.1   The School will raise awareness of pupils' needs through staff training, including the needs of SEND and LGBTQ pupils, and take action to reduce the risk of bullying at the times and places where it is most likely to occur. Anti-bullying will feature as a discussion point for pupil committees and groups, such as School Council.

2.2   It should be made clear to all pupils what forms bullying might take. The messages contained in this policy are explained to pupils in person by the Deputy Heads, Housemistresses and Tutors at Tudor Hall School (THS) and by the class teachers at Carrdus School (CS). They will also be re-visited as necessary during PSHEE sessions and the IMPACT programme (THS) to all years and reinforced in other areas of the curriculum as the opportunities present themselves, such as assemblies, Drama, Literature or at the time an incident takes place.

2.3   The importance of reporting incidents of bullying and onlookers to an appropriate person must be impressed upon everyone in the school. When a case of bullying is reported it should be dealt with immediately before further incidents occur. Similarly, if a member of staff suspects that a pupil is being bullied this should be followed up at once. Incidents of bullying will be recorded in the bullying log. The Deputy Head Pastoral (THS) and the DSL (CS) will monitor this frequently to check for any emerging patterns of behaviour and the document will be reviewed and signed off by Senior Leadership Team who will consider the effectiveness of the anti-bullying policy.

2.4   Depending upon the severity of the bullying recorded, matters will be dealt with using the sanctions included in the Behaviour and Discipline Policy. This could in the most severe instances result in the involvement of external agencies, eg police or social services, where criminal activity or safeguarding concerns arise.

2.5   Members of staff who believe that they are the victims of bullying are encouraged to discuss the matter with the Director of Staff, HR Manager, the chaplain or the medical team. The school has a written grievance procedure which may be invoked in instances of bullying of staff.

3. ROLE OF THE HEADMISTRESS AND THE HEAD OF CARRDUS

3.1   It is the responsibility of the Headmistress/Head of Carrdus to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal effectively with incidents of bullying.

3.2   The Headmistress ensures that all children are educated concerning bullying, and that it is understood to be unacceptable behaviour in the school.

4. ROLE OF THE TEACHER AND SUPPORT STAFF

4.1   All staff in our school are expected to take all forms of bullying seriously, and to seek to prevent it from taking place.

4.2   If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Deputy Head Pastoral/Head of Carrdus. Teachers and support staff do all they can to support the pupils concerned.

If any bullying is seen between members of a class, the teacher will deal with the issue immediately. We would usually contact parents to discuss the situation and refer as appropriate. Senior staff will establish action in line with the Behaviour and Discipline Policy.

5. THE ROLE OF PARENTS

5.1 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact the school immediately, in the first instance this would usually be the Form Tutor. Parents should feel able to contact other members of staff in addition. If they are not satisfied with the response, they should contact the Headmistress. If they remain dissatisfied, they should follow the school's complaints procedure.

5.2 Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school. The policy can be accessed via Tudor Hall and Carrdus websites.

6. THE ROLE OF PUPILS

6.1 Pupils are encouraged to tell anybody they trust if they are being bullied or if they are aware of someone else being bullied.

6.2 Pupils are invited to tell us their views about a range of school issues, including bullying through School Council and worry boxes.

7. MONITORING

7.1 The Governing body will monitor the whole school approach to reducing and preventing bullying by ensuring that adequate time is allocated to bullying in the curriculum, the IMPACT programme (THS) and the PSHEE curriculum. All instances of bullying, and the action taken following an incident are recorded in a central log and CPOMS, with each incident categorised as cyberbullying, discriminatory, homophobic, physical, prejudice, racist or verbal bullying. Incidents are monitored by the Deputy Head Pastoral (THS) and the DSL (CS) and the Governor for Safeguarding in order to identify patterns. The Headmistress/Head of Carrdus will be kept informed of all incidents and patterns that are noted.

Approved by Deputy Head (Pastoral): September 2022

Approved by Education & Welfare Committee: 19th October 2022

Updated: February 2023

RELATED: INFORMATION & COMMUNICATION TECHNOLOGY POLICY AND CYBERSECURITY PROTOCOL

"Cyberbullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as mobile phones, computers, and tablets as well as communication Tools including social media sites, text messages, chat, and websites." Cyberbullying or online bullying can be defined as the use of technologies by an individual or by a group of people to deliberately and repeatedly upset someone else.

Common forms are:
- abusive emails;
- abusive contact on instant messaging sites;
- abusive comments or images on social networking sites;
- abusive or humiliating text or video messages;
- abusing personal information;
- abusing other players on interactive gaming sites including:
  - threats and intimidation;
  - harassment and stalking;
  - forwarding of images and information that has been posted privately by the victim;
  - isolation or rejection;
  - rejection by peer;
  - defamation of character.

Cyberbullying is totally unacceptable as is any other form of bullying.

Some examples of cyberbullying may break a number of relevant laws which may result in prosecution.

The school reserves the right to monitor pupils' use of the internet on a routine basis and to examine technological devices where there is reason to suspect abuse. Appropriate monitoring software is installed on the school system.

Misuse of technology is subject to the school's disciplinary regime. Appropriate sanctions will be enforced in all cases.

Pupils will be held responsible for all material they have placed on a website, social media platform or app and for all material that appears on a website, social media platform or app of which they are the account holder.

Misconduct of this kind outside school will be subject to school discipline if the welfare of other pupils, and the culture or reputation of the school are placed at risk.

Pupils are expected to report instances of cyberbullying to a member of staff. Victims or witnesses should not delete the relevant messages and should keep a record of any instances of cyberbullying. The member of staff to whom the incident is reported should offer support to the victim, log the incident and make the Deputy Head (Pastoral) aware of the situation. Serious cases may be referred to outside authorities.
Risk Factors:

Although cyberbullying can affect anyone at any time, some groups may demonstrate higher vulnerabilities:
- new pupils
- pupils with protected characteristics;
- pupils with SEND;
- pupils who are looked after;
- pupils with existing mental health conditions;
- pupils from challenging socio-economic background.

Anti-bullying Code

Tell Someone

Bullying is:
- Hurtful (physically, emotionally, psychologically)
- Repeated over a period of time
- Can also be one significant episode

Cyberbullying through mobile phones, the internet and other interactive means is equally hurtful and unacceptable.

We can STOP IT

- **Tell someone** – This is not telling-tales and you will be helping to stop someone being treated unkindly.
- **Don't be a bystander** – Choose not to be around while someone is being bullied and tell someone.
- Be kind to those being bullied at other times e.g. invite them to join in your activity.
- Bullying is serious and we will support those who are affected to prevent it from continuing or recurring.
- We will take all accusations seriously and treat them carefully and sensitively.

If you have any concerns about bullying you can speak to:
- Any member of staff
- School Counsellors
- Parent
- Prefect or mentor
- A friend

Everyone has the right to be happy at School

Procedures to be followed when an incident of bullying has occurred or is suspected

- If an incident is witnessed or reported this must be reported to the Tutor and Housemistress of the girls concerned.

- The Deputy Head (Pastoral) (THS) and the DSL (CS) should be kept informed from the outset even if the first contact teacher feels comfortable dealing with the situation.

- Where bullying is suspected or reported, the appropriate member of staff will make a record of the incident ensuring that they take details of all the pupils concerned, time, place and frequency of the incidents. The Incident Report Form (Appendix 4) may be used to record these.

- All incidents will be recorded by staff and pupils will be made aware that these will placed on their record.

- Housemistress and Tutors will take the lead in the individual's welfare depending on the circumstances such as where the incident took/is taking place.

- Investigation and discussion will ensue as to what has occurred and how the situation can be resolved. Pupils will be consulted as to what outcome they would like and how best to achieve that.

- Where appropriate, a member of staff will mediate between bully and victim and consider what support is needed for both. A restorative justice approach may be used which could involve a direct conversation between those involved but restorative procedures can be taken without a direct meeting.

- Where appropriate, sanctions will be given and parents will be notified in writing.

- Parents will usually be informed.

TUDOR HALL & CARRDUS – ANTI-BULLYING INCIDENT REPORT

This form is intended as an aide memoire for the member of staff dealing with an incident. It is not a statement or witness report.

NAME:
1. What, when and where did it happen?
2. How did it make you feel?
3. Who was there?
4. How do you think we can resolve this problem?
5. Follow up notes

Please continue on the back if necessary

STAFF SIGNATURE……………………………………………….. Date: …………………………………….