Anti-Bullying Strategy 2025-2026

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MORE HOUSE SCHOOL
KNIGHTSBRIDGE

Contents page

1. Policy Statement **4**
The overall aims of this policy are: 4
2. Responsibilities **5**
2.1 Statutory Requirements 5
2.2 The Board of Governors 5
2.3 The Head 5
2.4 The Deputy Head 5
2.5 The Director of Pastoral Care 6
2.6 Staff 6
2.7 Pupils and Parents 6
3. Definitions **6**
● A repeated action, intended to hurt someone either physically or emotionally; and 6
● Often aimed at certain groups or individuals, for example because of race, religion, culture, special educational need, gender, sexual orientation or because a child is adopted or is a carer 6
4. Prevention **7**
4.1 Anti-Bullying Education in the Curriculum 7
4.2 School Culture 8
4.3 Signs of Bullying 8
5. Sexual Violence and Sexual Harrassment **9**
6. Verbal Bullying (including 'Banter') **9**
7. Physical Bullying **9**
8. Emotional Bullying **10**
9. Cyber-Bullying and Online Bullying **10**
9.1 Generative artificial intelligence (AI) 10
10. Prejudice-based Bullying & Discriminatory Bullying **11**
11. Consequences of Bullying **12**
12. Dealing with Incidents **12**
12.1 What any adult – teacher, support staff, parent – who has been told about bullying should do 12
12.2 Who should investigate: 13
12.3 The need for gathering evidence and record keeping 13
12.4 How we deal with incidents that cross the inside/outside school boundaries 13
12.5 Bullied Pupils 13
12.6 SEND 13
12.7 Bullies 14
13. Sanctions **14**
14. Restorative practices **14**
15. Involvement of Parents **15**
16. How we monitor the situation **15**
Appendix 1: What should you do if you are bullied? (guidance for pupils) **17**
Appendix 2: Suggestions for Parents **18**
Strategies for Dealing with Bullying 18
If your child is bullying other students 18
Appendix 3: The Process Flowchart **19**

Appendix 4 - Supporting websites **20**
Supporting Organisations and Guidance 20
Cyberbullying 20
LGBTQ 20
SEND 20
Racism and Hate 20

1. Policy Statement

More House School operates under the culture that '*this (bullying) can happen here*' and we therefore treat any issues, concerns, allegations, reports pertaining to bullying very seriously and in line with the procedures noted below. Our approach is underpinned by the principle that there is a zero-tolerance approach to bullying and child on child abuse and that bullying is never acceptable and will not be tolerated. We act with '*the best interests of the child*' as the guiding principle.

It is clearly stated as the first Aim of More House School, as a Catholic School, that we wish to 'establish an environment where pupils and staff are valued and supported as individuals and where their rights and dignity are maintained.' We will encourage all members of our community to show respect, concern and mutual support for one another at all times.

We will not tolerate any unkind actions or remarks, even if these were not intended to hurt. We aim to ensure that no member of the School community experiences harassment, less favourable treatment or discrimination within the learning environment because of their age, any disability they may have, their ethnicity, colour or national origin, their gender, their religion or beliefs.

We value the diversity of individuals within our School and do not discriminate against anyone because of 'differences'.

Students will be encouraged to support one another by telling of all instances of bullying to a member of staff, a friend or a parent.

The School has a duty of care to the pupils and to the staff to ensure they are safe to work, learn and develop unimpeded by fear.

All Staff, pupils and parents should be aware of the negative effects that bullying can have on individuals.

It is accepted that it is not always possible for everyone to like everyone else within a community, but it is required that everyone's rights are respected and protected.

The overall aims of this policy are:

- To demonstrate that More House School treats all types of bullying seriously and bullying will not be tolerated;
- To recognise that bullying, including cyber-bullying, prejudice-based bullying, discriminatory bullying, child on child abuse, online bullying, sexual harassment and sexual bullying and online bullying, may occur on racial, religious, cultural, sexual/sexist, homophobic or disability grounds (including special educational needs);
- To take measures to prevent all forms of bullying in the School, online, and on off-site activities;
- To support everyone to identify and protect those who might be bullied;
- To demonstrate to all that the safety and happiness of pupils is enhanced by dealing positively with bullying;
- To promote an environment in which pupils feel able to report any instances of bullying, and
- To promote positive attitudes and relationships between pupils.

2. Responsibilities

2.1 Statutory Requirements

The School has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.
Under the Education Inspections Act 2006 the duties are extended to include preventing/responding to bullying that happens outside School, where it is reasonable to do so.
Schools also have a duty to 'safeguard and promote the welfare of pupils' (Education Act 2002) and to ensure that students and young people are safe from bullying and discrimination (Children Act 2004).
This policy follows updates in the statutory guidance published in Keeping Children Safe in Education.

2.2 The Board of Governors

The Chair of Governors will liaise with the Head over all anti-bullying strategies, and individual cases where appropriate.

The Board of Governors will discuss, review and endorse agreed strategies on the initiative of the Chair of Governors and will discuss the Head's report on this policy as is relevant.

2.3 The Head

The Head has a legal duty to draw up procedures to prevent bullying among pupils. The Head will:

- Ensure that all staff and pupils have an opportunity to discuss strategies and review them;
- Determine the strategies and procedures required;
- Discuss development of the strategies with the Senior Leadership Team;
- Ensure appropriate training is available;
- Ensure that the procedures are brought to the attention of all staff, parents and pupils, and
- Report as needed to the Board of Governors.

2.4 The Deputy Head

The Deputy Head will:

- Be responsible for the day-to-day management of this policy;
- Keep the Head informed of incidents;
- Raise awareness of the issues covered in this policy;
- Determine how best to involve parents in the resolution of individual problems, and
- Oversee the maintenance of the record of bullying incidents, which will not only document incidents but will also provide data for identifying patterns of behaviour.
- Provide advice, support and assistance to any pupil in their key stage who reports bullying;
- Accept concerns from members of the School staff on individual students who are causing concern (both recipients and perpetrators of bullying) and investigate these concerns;
- Ensure that bullying is a fixed item agenda in the half termly tutor meetings and provide updates to the pastoral team on actions and interventions taken;

- Where appropriate (if the pupil and victim are in agreement) use restorative practice strategies to allow the victim to explain the consequences of the perpetrator's actions to them face to face, and support agreements being reached which would allow a new relationship to be established, and
- Refer vulnerable students to the Director of Pastoral Care
- Record incidents of bullying in the termly report to the Governing Board

2.5 Director of Pastoral Care

The Director of Pastoral Care will:

- Be responsible for liaising with the Deputy Head over all incidents;
- Make referrals as required to Early Help or appropriate services such as the School Counsellor, and
- Be involved in any agreed strategy to achieve a solution (liaising with other pupils as appropriate).

2.6 Staff

All staff will:

- On becoming aware of any instances of bullying, including child on child abuse, report it to the Director of Pastoral Care, acting immediately;
- Challenge inappropriate behaviours between peers, many of which are listed below, that are abusive in nature;
- Be observant and ask pupils what is happening to them;
- Deal with incidents according to this policy;
- Never let any incidence of bullying pass by unreported, whether on-site, online or during an off-site activity;
- Participate in the delivery of the PSHE and RSE curriculum;
- Participate in relevant training on this issue; and
- Ensure, when on duty, that there is appropriate supervision of the places where bullying may occur.

2.7 Pupils and Parents

Pupils and parents are expected to follow this Policy, which:

makes it explicitly clear that at More House School we treat all people with whom we come into contact, whether in person or online, with respect and dignity, that we operate a zero-tolerance approach to bullying and child on child abuse and that bullying is never acceptable and will not be tolerated.

3. Definitions

Bullying, as defined by the Department for Education and adopted by More House School, is behaviour that is:

- A repeated action, intended to hurt someone either physically or emotionally; and
- Often aimed at certain groups or individuals, for example because of race, religion, culture, special educational need, gender, sexual orientation or because a child is adopted or is a carer

It takes many forms and can include, but is not limited to:

- Physical assault (hitting, kicking, theft);
- Teasing;

- Making threats;
- Verbal (name calling, racist remarks);
- Indirect (spreading rumours, excluding someone from social groups);
- Cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger);
- Prejudice-based bullying;
- Discriminatory bullying;
- Sexual harassment/bullying, and
- Sexting.

Stopping violence and ensuring immediate physical safety is our first priority but emotional bullying can be more damaging than physical (See ref: Preventing and Tackling Bullying 2017, DfE).

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Schools have wider search powers included in the Education Act 2011 to give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual, transgender or queer/questioning (LGBTQ+) people.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The Head will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed

Bullies actions towards those they bully can be systematic, calculated, premeditated and sustained.

Bullying may also be related to:

- Child on child abuse;
- Appearance or health condition;
- Home circumstances including Young Carer, Adopted or Poverty;
- Sexual harassment and/or sexting and sharing of consensual and non consensual nudes and semi-nude images and/or videos, and
- Homophobia
- Discrimination

4. Prevention

4.1 Anti-Bullying Education in the Curriculum

The School will, where relevant, raise awareness of the anti-social nature of bullying, support students in preventing and understanding the consequences of bullying through its PSHE and RSE programmes, School assemblies, the School Council, use of tutorial time and in the departmental programmes of study as appropriate.

Staff will reinforce expectations of behaviour and have regard for the Equality Act 2010, supporting every pupil in our School.

4.2 School Culture

The School supports a culture where students can inform staff when bullying is taking place.

If students who feel they are being bullied are to feel comfortable about telling the School about bullying we must work together to create an atmosphere of trust. 'Victims' must know that their concerns will be taken seriously and recognise that investigations take time.

We must also make it as easy as possible to report bullying. The victims must understand that this may result in a number of different outcomes and be familiar with the content of the flow chart on Appendix 3.

If this is to happen, then all members of the School community have a responsibility to ensure that we live by our core aim to '*Promote an ethos of spiritual development, humility and self-awareness',* and that we all work to create a good atmosphere in School. We want to make it clear that this shared responsibility includes:

- Promoting an open and honest ethos that ensures that all members of the School community know and agree with our stance on bullying;
- Ensuring that all staff model behaviours which demonstrate our core values;
- Treating other people with respect at all times;
- Doing nothing that could be construed as bullying;
- Doing nothing that could be construed as supporting bullying. This includes relaying distressing messages, relaying threats, laughing at bullying or watching a fight;
- Reporting to the proper person any bullying we witness or any behaviour which we feel could escalate into bullying;
- Engaging students in reviewing and developing our anti-bullying practices, and
- Analysing available data to ascertain how the school environment and journeys to and from school can be improved.

Pupils are supervised during break and lunch by members of staff; they are also required to attend clubs during lunchtime to minimise unstructured time. Peer Mentors and 'Big Sisters' are available for younger pupils to go and voice their concerns.

Students are involved in the prevention of bullying as and when appropriate, this may include becoming involved in the Peer Mentoring scheme or using the Pupil Concern Form.

We will be particularly mindful of protected characteristics when dealing with alleged instances of bullying.

4.3 Signs of Bullying

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to School;
- Displays of excessive anxiety, becoming withdrawn or unusually quiet;
- Failure to produce work, or producing unusually poor work, or work that appears to have been copied, interfered with or spoilt by others;
- Books, bags, money and other belongings going 'missing' or damaged;
- Change of established habits (e.g. giving up on music lessons, change in vocabulary);
- Diminished levels of self confidence;
- Frequent visits to the medical team which may relate to stress or anxiety, such as stomach aches or headaches;
- Unexplained cuts or bruises;
- Frequent absence;
- Displaying repressive body language such as poor eye contact;

- Difficulty sleeping or experiences of nightmares, or
- Talking of suicide or talking of running away from home or School.

All Staff should be aware of these possibilities and report promptly any suspicions of bullying to the Director of Pastoral Care or Head of Sixth Form as appropriate.

Pupils will be encouraged to report incidents of bullying to any member of staff or the Peer Mentors. They can also fill in a Pupil Concern Form or discuss their issues with the Peer Mentors.

5. Sexual Violence and Sexual Harassment

The following forms of abuse/bullying are addressed in the Sexual Violence and Sexual Harassment policy:

- Abuse in intimate relationships between peers (teenage relationship abuse);
- Sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- Consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

6. Verbal Bullying (including 'Banter')

Verbal bullying is most likely to include, but may not be limited to:

- Calling people names or laughing at them in a manner which is designed to exclude rather than include;
- Being rude or spiteful or using offensive language about people;
- Making threats to hurt people physically or to make them more miserable;
- Teasing people about their appearance (weight, hair or clothes), their intelligence, family, money, their colour, race or religion;
- Aggressive behaviour;
- Bribing people or otherwise making them do things they do not want to do; and
- Sending hurtful or offensive text messages, instant messages or emails, as well as posting offensive web material.

7. Physical Bullying

Physical bullying is most likely to include, but may not be limited to:

- Pushing, kicking, tripping up, hitting, spitting, pinching or pulling hair;
- Taking things from another person without their permission;

- Damaging another person's belongings, and/or
- Playing practical jokes on other people with the intention of humiliating and/or harming them.

8. Emotional Bullying

Emotional bullying is most likely to include, but may not be limited to:

- Using threats to obtain money;
- Whispering about people when they are present;
- Leaving people out or ignoring them;
- Spreading untrue rumours about people or writing notes about them;
- Looking at people in an unkind way, making faces;
- Getting other people into trouble for something they did not do, and/or
- Embarrassing other people.

9. Cyber-Bullying and Online Bullying

Cyber-bullying is the use of information and communication technologies to support bullying and could involve various media.

Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

Cyber bullying could involve, but may not be limited to:

- Texts, WhatsApp messages or calls;
- The use or images to cause distress or humiliation;
- Threatening emails;
- Posting threatening, abusive or extremist views or material online; and
- Cloning online accounts.

The wider search powers included in the Education Act 2011 give staff stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. (See the Online Safety Policy for more information).

9.1 Generative artificial intelligence (AI)

As digital technologies advance, AI presents new opportunities but also new risks for bullying and harassment. More House School recognises that pupils may encounter or misuse AI in ways that could cause harm to others. AI-related bullying will be treated with the same seriousness as all other forms of bullying and peer-on-peer abuse.

Examples of AI-enabled bullying may include:

- Deepfakes and manipulated media: Creating or sharing AI-generated images, videos, or voice recordings that misrepresent a pupil, staff member, or parent in a harmful or sexualised way.
- AI-assisted harassment: Using chatbots or voice synthesis tools to impersonate others or send abusive/harassing messages.
- AI-enhanced exclusion: Using algorithms or generative tools to spread rumours, produce discriminatory material, or reinforce peer group exclusion.

- AI plagiarism or sabotage: Submitting AI-generated work under another person's name to discredit them, or tampering with digital work.
- Harassment in virtual/online spaces: Using AI avatars, gaming bots, or digital platforms to intimidate, exclude, or threaten.

Safeguarding response:

- Any incident of AI misuse for bullying will be recorded on CPOMS, investigated by the DSL, and dealt with under both this Strategy and the Safeguarding & Child Protection Policy.
- Staff will receive training on recognising AI-enabled bullying and supporting victims.
- Pupils will be educated through PSHE, More House Diploma lessons, and assemblies about responsible AI use, digital footprints, and explanation of the risks of sharing personal data with AI platforms.
- Where AI-generated bullying involves illegal activity (e.g. sexual images, hate crime), the School will contact the police and Children's Social Care as appropriate.

Support for pupils:

- Victims of AI-enabled bullying will receive the same tailored support as other bullying victims, with additional consideration for the potentially far-reaching and viral nature of AI-generated content.
- Counselling, mentoring, and parental involvement will be offered as needed.

Preventative measures:

- Digital literacy curriculum covered in More House Diploma lessons includes explicit teaching about deepfakes, misinformation, and ethical AI use.
- School filtering, monitoring, and reporting systems will be reviewed annually to include AI-related risks.
- Parents will be offered guidance on AI safety to help them support their children outside school.

10. Prejudice-based Bullying & Discriminatory Bullying

Bullying behaviour may arise from prejudice relating to perceived or actual differences between people leading to dislike and hatred of individuals and groups and to behaviour and language that is racist, sexist, homophobic, biphobic, transphobic or discriminatory with regards to a person's beliefs, disability, relationship status or other aspects of their identity or perceived identity.

The Equality Act 2010 supports progress on equality, particularly in relation to nine protected characteristics, which are:

- Age;
- Disability;
- Gender reassignment;
- Marriage and civil partnership;
- Pregnancy and civil partnership;
- Race;
- Religion or belief;
- Sex, and
- Sexual orientation.

Some characteristics not covered by the Equalities Act 2010 can also be subject to prejudice-based bullying as they relate to perceived or actual differences, such as children and young people who are care-experienced, are economically disadvantaged or who are Young Carers.

We acknowledge that behaviours described above may well fall into more than one category of bullying.

11. Consequences of Bullying

People who are bullied may lose their confidence and can be made to feel that it is their own fault that they are being bullied.

All instances of bullying are potentially very serious.

At its worst bullying can cause substantial and long-lasting psychological damage to the victim.

Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour, for example, sexual offences under the Sexual Offences Act 2003, Child Sexual Exploitation, Child Criminal Exploitation. *Please refer to the Sexual Violence and Sexual Harassment policy.*

12. Dealing with Incidents

Each year in the autumn term we will teach all our students to take the following action if they feel they are being bullied:

- If you feel able to, then let the 'bully' know that they do not like what is happening to them and ask the bully to stop;
- If the bullying doesn't stop, tell someone in School who will initiate action to sort out the problem. This will often be their form tutor but could be any teacher or any member of staff, or
- Use the Pupil Concern Forms to report your concerns discreetly.

We will take the victim's wishes and feelings into account when determining what action to take and what services to provide.

12.1 What any adult – teacher, member of support staff or parent – who has been told about bullying should do

If bullying is suspected or reported the incident will be investigated and dealt with initially and immediately by the teacher and then referred to the Director of Pastoral Care or Head of Sixth Form.

If a racial, religious, cultural, sexual/sexist, homophobic, disability or cyber element to the bullying is suspected, the Deputy Head should be informed immediately.

The member of staff dealing with the concern will record the details of the incident on CPOMS and inform the Director of Pastoral Care or Head of Sixth Form.

12.2 Who should investigate:

In the first instance we would expect the student's form tutor to discuss any issues with their tutees and suggest possible solutions; a record of actions and discussions should be kept on CPOMS.

If the behaviour continues or the form tutor believes he/she needs help in resolving an issue he/she will email the Director of Pastoral Care or Head of Sixth Form.

An investigation into a complaint of bullying will be carried out in most cases by the Deputy Head, Director of Sixth Form or the Director of Pastoral Care, and will include an interview with all the parties and a record of statements made and recorded on CPOMS.

Staff teaching the bullied pupil and her Form Tutor will be informed as appropriate.

12.3 The need for gathering evidence and record keeping

If we are to deal with incidents fairly, we must gather as much evidence as possible in order to establish what really happened.

All record keeping of cases of bullying will be recorded on CPOMS and contain the following:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved, and;
- a note of any action taken, decisions reached and the outcome.

A bullying incident will be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or is likely to suffer significant harm.

12.4 How we deal with incidents that cross the inside/outside school boundaries

Where incidents happen outside School we will investigate these and, in conjunction with the parents and the local police if necessary.

12.5 Bullied Pupils

Staff who deal with pupils who have been bullied must always offer reassurance.

Pupils who have been bullied will be given support determined by the Director of Pastoral Care or Head of Sixth Form in consultation with the pupil.

The School Counsellor may be involved in this process if the pupil wishes.

12.6 SEND

The School recognises that pupils with SEND may be more vulnerable to all types of bullying.

The SENCO and other members of the pastoral support team will work with the Deputy Head and Director of Pastoral Care to ensure that the needs of more vulnerable pupils are recognised and brought to the attention of staff, also that those pupils are supported appropriately.

12.7 Bullies

Changing the attitude and behaviour of bullies, through appropriate support, will be part of the aim of the positive procedures used by the School.

Needs may be addressed through specialist services such as a counsellor, therapist or other medical professional. However, the School recognises that sanctions will also have to be used in instances of bullying.

13. Sanctions

Any of the School's formal sanctions, as outlined in the School's Behaviour and Discipline Policy, can be used as appropriate.

At our School, sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any SEN or disabilities or other vulnerabilities that pupils may have. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children and it should be made clear that their actions are wrong and appropriate sanctions imposed. We expect all students to be proactive and seek help from members of staff if they witness another student being hurt or they are concerned about others.

The following is the normal hierarchy of sanctions. A serious case of bullying, however, might result in immediate exclusion:

- In the first instance, a bully will be warned and parents will be informed. We will impress on them that what they have done will not be tolerated at our school. This frequently solves the problem;
- If the bullying continues, parents will be invited into school and both student and parents will be told that further sanctions will follow if the bullying doesn't stop;
- If there is further bullying, the student will be detained at break and lunch times;
- Removal from specific classes if appropriate will be used;
- Further sanctions such as the exclusion from school for a fixed period of time will also be used if appropriate, or
- The ultimate sanction for bullying is permanent exclusion.

Other measures may include:

- Detention, or
- Daily or Weekly Report.

14. Restorative practices

If there is conflict between students or between staff and students, we seek to resolve the issue through dialogue in a restorative discussion. In the discussion all parties will be encouraged to share how the conflict has made them feel. A resolution will then be sought by way of a mutually agreed plan of action.

In order to practise how to listen to one another and become familiar with restorative practices and language, tutor groups hold circle-time discussions on topical issues. This is also a great opportunity for students to share their opinions on important topics as well as practising oracy and learning how to speak with confidence.

15. Involvement of Parents

Parents, as well as all staff and pupils, should know that the School does not tolerate bullying, and takes a positive approach to educating pupils to combat it.

We believe it is important for our School to work with parents/carers to help them to understand our approach with regards to bullying and to engage promptly with them when an issue of bullying comes to light, whether their child is the alleged perpetrator or victim. We will ensure parents/carers are made aware of how to work with us on bullying and how they can seek help if they have a concern or a raised concern is unresolved. Some parents may need specific support to help deal with their child's behaviour. Where our school identifies that this is the case, we will initially provide support ourselves or signpost the parents to appropriate channels of help.

Parents of pupils who are being bullied and parents of the bullies will be involved in the solution to the problem as thought appropriate by the Deputy Head, after consultation with the Head.

We will

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers;
- Ensure that all parents/carers know who to contact if they are worried about bullying;
- Ensure all parents/carers know about our complaints procedure and how to use it effectively;
- Ensure all parents/carers know where to access independent advice about bullying;
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying, and
- Ensure that parents work with the school to model positive behaviour for pupils, both on and offline.

During a lengthy investigation, or when there is a repetition of bullying, a victim's parents may feel very anxious. The investigator will keep in regular contact with the parents to provide updates and support.

Parents will be informed of the policy and procedures and the possibility of permanent exclusion from the School following serious acts of bullying.

16. How we monitor the situation

We are unable to act upon instances of bullying unless they are reported in a timely manner by either students or parents. It is therefore vital that we are informed of any alleged instances of bullying that may occur as soon as it happens.

Pastoral staff will check at regular intervals on the welfare of a student who has been bullied.

17. Related Policies

(available in staff handbook and on the School website)

- Safeguarding and Child Protection Policy
- Behaviour and Discipline Policy
- E-Safety/Online Safety Policy including mobile and smart technology
- Sexual Violence and Sexual Harassment Policy
- PSHE policy

This policy should be read in conjunction with the Safeguarding and Child Protection Policy and the Behaviour and Discipline Policy.

Appendix 1: What should you do if you are bullied? (guidance for pupils)

Many people who are being bullied make the mistake of keeping it to themselves. If you are being threatened or bullied, you must tell someone.

This could be:

- A friend in your class or an older student, such as your Mentor;
- An older brother or sister;
- Your mother or father or another member of your family;
- Your Form Tutor or any other teacher;
- One of the office staff;
- Your Director of Pastoral Care;
- The Deputy Head;
- Your House Captain;
- The Head Girl or her Deputy;
- The School Counsellor; or
- The Wellbeing Ambassadors.

If another member of our School community informs you that she is being bullied, then you should report this to a member of staff; do not keep it to yourself.

If you report that you have been bullied and you are willing to identify the person who has bullied you and provide evidence that this has happened, the School has a responsibility towards you, outlined below:

- Someone will talk to the bully to find out why she is acting as she is. The bully will be given every possible encouragement to change her way of behaving;
- The situation will be monitored to make sure that it does not happen again and that the bully does not retaliate;
- The parents of the bully may be told about her behaviour; and
- The bully will be given a suitable punishment and warned about her future behaviour.

If the bullying is serious or it is repeated, then the bully may be suspended from School and this suspension will become part of her permanent School record. In extreme cases a pupil may be required to leave the School.

Appendix 2: Suggestions for Parents

Strategies for Dealing with Bullying

Please remember that there is a difference between 'the rough and tumble' between adolescents and true bullying. Whilst it is true that students often need to be more robust in secondary school than has been the case at primary level, the School's approach is underpinned by the principle that there is a zero-tolerance approach to bullying and peer on peer abuse and that bullying is never acceptable and will not be tolerated.

We encourage Parents to calmly talk to your daughter about it:

- Make a note of what your daughter says, particularly who was said to be involved;
- Reassure your daughter that telling you was the right thing to do;
- Explain that any further incidents should be reported to a teacher immediately, and
- Telephone or email your daughter's Form Tutor as soon as possible.

When you are talking to your daughter's Form Tutor, stay calm. Remember that the teacher may have no idea that your daughter is being bullied or may have heard conflicting accounts of the incident. Try and be as specific as possible about what your daughter says has happened, giving dates, places and names of other pupils involved. Ask if there is anything you can do to help your daughter or the School. Stay in touch with the School and let us know if things improve as well as if problems continue.

If you are worried that your concerns are not being addressed, discuss your concerns with the Deputy Head or the Head.

If your child is bullying other students

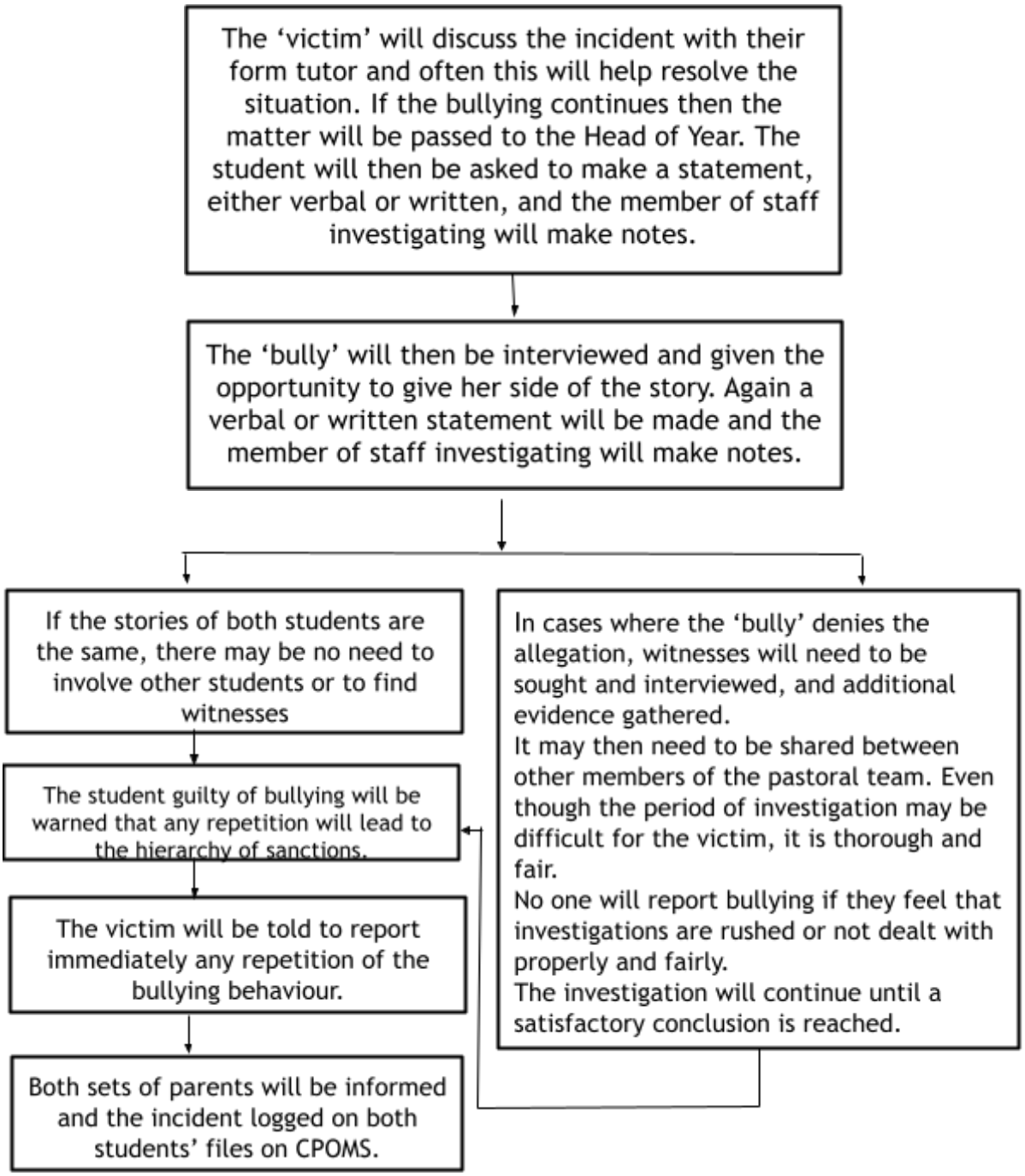
Students may be involved in bullying pupils at some time or another. Often parents are not aware. Students sometimes bully others because:

- they don't know it is wrong;
- they are copying older brothers or sisters or other people they admire;
- they haven't learnt other, better ways of mixing with their peers;
- their friends encourage them to bully; or
- they are going through a difficult time and are acting out aggressive feelings.

To stop your daughter bullying others:

- manage and oversee your daughter's online usage, behaviour, language and the apps that she uses and posts on;
- consider operating a time restriction, beyond which your daughter has no access to technology and can relax and unwind before bedtime e.g. for KS3 no technology after 8pm;
- talk to your daughter, explaining that bullying is unacceptable and makes others unhappy. This will be reinforcing what is being taught in School in the PSHE and RSE programme and through the relevant parts of the curriculum;
- discourage others from bullying behaviour or from using aggression or force to get what they want;
- show your daughter how to interact with other students without bullying and model good behaviour at home;
- discuss the problems your daughter is experiencing with her Form Tutor and how you can all work together to stop the bullying behaviour from continuing;
- regularly check with your daughter how things are going at School; and
- give your daughter praise and encouragement when she is co-operative or kind to other people.

Appendix 3: The Process Flowchart



During an investigation, it is likely that the alleged victim will feel vulnerable, particularly at breaks, lunchtimes and the end of School. They will be offered support at such times, in the form of a room/office in School to which they might go with or without friends, and alternative arrangements for eating lunch.

Appendix 4 - Supporting websites

Supporting Organisations and Guidance

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
Beat Bullying: www.beatbullying.org
Childline: www.childline.org.uk
DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014:
https://www.gov.uk/government/publications/preventingand-tackling-bullying
DfE: "No health without mental health":
https://www.gov.uk/government/publications/no-health-without-mental-health-across-government-outcomes-strategy
Family Lives: www.familylives.org.uk
Kidscape: www.kidscape.org.uk
MindEd: www.minded.org.uk
NSPCC: www.nspcc.org.uk
PSHE Association: www.pshe-association.org.uk
Restorative Justice Council: www.restorativejustice.org.uk
The Diana Award: www.diana-award.org.uk
Victim Support: www.victimsupport.org.uk
Young Minds: www.youngminds.org.uk
Young Carers: www.youngcarers.net

Cyberbullying

Childnet International: www.childnet.com
Digizen: www.digizen.org
Internet Watch Foundation: www.iwf.org.uk
Think U Know: www.thinkuknow.co.uk
UK Safer Internet Centre: www.saferinternet.org.uk

LGBTQ

EACH: www.eachaction.org.uk
Pace: www.pacehealth.org.uk
Schools Out: www.schools-out.org.uk
Stonewall: www.stonewall.org.uk

SEND

Changing Faces: www.changingfaces.org.uk
Mencap: www.mencap.org.uk
DfE: SEND code of practice:
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Racism and Hate

Anne Frank Trust: www.annefrank.org.uk
Kick it Out: www.kickitout.org
Report it: www.report-it.org.uk
Stop Hate: www.stophateuk.org
Show Racism the Red Card: www.srtrc.org/educational