KING'S COLLEGE SCHOOL CAMBRIDGE

Anti-Bullying Policy

November 2026

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Scope

This is the Anti-Bullying Policy of King's College School, Cambridge; it is a whole school policy (including EYFS and boarding) and applies to all pupils at the School and at all times when a pupil is:

- in or at School (to include any period of remote provision);
- representing the School or wearing School uniform;
- travelling to or from School;
- on School-organised trips;
- staying in the Boarding House;
- associated with the School at any time; or
- in the care of the School or not and the School becomes aware of an incident of bullying.

This policy shall also apply to pupils at all times and places in circumstances where failing to apply this policy may:

- affect the health, safety or wellbeing of a member of the School community or a member of the public;
- have repercussions for the orderly running of the School; or
- bring the School into disrepute.

This policy can be made available in large print or other accessible format if required.

The Board of Governors has overall responsibility for all matters which are the subject of this policy.

Aims and Objectives

The School aims to produce a safe and secure environment where all pupils can learn without anxiety.

In keeping with its values, the School believes that all children and all adults in the community should value one another by behaving in a kind and considerate fashion.

Bullying is wrong and damages children. The School therefore does all it can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. The aims of this policy are:

- to actively promote and safeguard the welfare of all pupils at the School, including boarders;
- to maintain and drive a positive and supportive culture amongst all pupils and staff throughout the School;
- to make all those connected with the School aware of its opposition to bullying and make clear each person's responsibilities with regard to the prevention of bullying;
- to produce a consistent response to any bullying on a case-by-case basis; and

- to help promote a whole School culture of openness, safety, equality and protection from all forms of harm and abuse and to comply with the School's duties under the Equality Act 2010.

This policy forms part of the School's whole school approach to promoting child safeguarding and wellbeing which seeks to involve everyone at the School to ensure that the best interests of pupils underpins and is at the heart of all decisions, systems, processes and policies.

Although this policy is necessarily detailed, it is important to the School that our policies and procedures are transparent, clear and easy to understand for staff, pupils, and parents. The School welcomes feedback on how we can continue to improve our policies.

Regulatory Framework

This policy has been drafted with due regard to the guidance issued by the Department for Education (DfE) in *Preventing and Tackling Bullying* (July 2017) and will be reviewed against any new government guidance issued from time to time.

This policy also has regard to the following guidance and advice: *Keeping Children Safe in Education* (September 2026), *Working together to safeguard children 2026*, *Information sharing advice for safeguarding practioners* (DfE, May 2024), *Sexual and sexist bullying: developing effective anti-bullying practice (Anti-Bullying Alliance)*, *Equality Act 2010: advice for schools (DfE, June 2018)*, *Searching, screening and confiscation: advice for schools (DfE, July 2022)*, *Relationships education, relationships and sex education and health education guidance (DfE, July 2025)*, *Advice and guidance: How can we stop prejudice based bullying in schools (Equality and Human Rights Commission); Sharing nudes and semi-nudes: advice for education settings working with children and young people (DSIT and UKSIC, March 2024); Behaviour in schools: advice for headteachers and school staff (DfE, February 2024); Mobile phones in schools: guidance (DfE, February 2026); Technical guidance for schools in England (Equality and Human Rights Commission, July 2024); Plan technology for your school (HM Government, September 2024); and Generative AI: product safety expectations (DfE, January 2025).*

Additional Advisory Materials for Parents and Staff

The DfE has also published the following advice notes to supplement Preventing and tackling bullying (July 2017):

Cyber Bullying: Advice for headteachers and school staff
Advice for Parents and Carers on Cyber Bullying

These can be found on the Government website at:

https://www.gov.uk/government/publications/preventing-and-tackling-bullying

The following websites provide a source of information and advice:

Changing Faces
Show Racism the Card
The Anne Frank Trust UK
Equality and Human Rights Commission

1 Bullying

1.1 It is a regrettable feature of the modern world that bullies can be found in many areas of life. Bullying is not confined to any particular sex, age, ethnicity or occupation. In schools in the UK, bullying is thought to affect many thousands of pupils. Bullying can cause profound unhappiness, psychological damage and even suicide.

1.2 Bullying is always unacceptable and will not be dismissed as being normal or as "banter," "just having a laugh," or simply "part of growing up." It will not be tolerated at the School because:

- it is harmful to the person who is bullied, to those who engage in bullying behaviour, and those who support them, and can in some cases lead to lasting psychological damage and even suicide;
- it interferes with a pupil's right to enjoy their learning and leisure time free from intimidation; and
- it is contrary to the School's values, the supportive and inclusive culture the School promotes and is detrimental to the School's reputation.

1.3 Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying is often motivated by prejudice against particular groups and may involve an imbalance of power. Bullying may be:

- **Physical**: hitting, kicking, pushing people around, spitting, shaking, biting, hair pulling, or taking, damaging, or hiding possessions;
- **Verbal**: name-calling, gossiping, taunting, teasing, insulting, threatening, undermining, humiliating, or demanding money;
- **Non-verbal abuse**: hand signs or text messages (see also cyberbullying below);
- **Emotional abuse**: controlling or manipulating someone, making silent, hoax, or abusive calls;
- **Exclusionary behaviour**: intimidating, isolating, or excluding a person from a group;
- **General unkindness**: constant criticism, spreading rumours, or writing unkind notes, emails or texts;
- **Initation / hazing type behaviour:** rituals which may include but are not limited to activities involving harassment, abuse or humiliation used as a way of initiating a person into a group;
- **Low level disruptive behaviour:** 'banter' or 'horseplay' over a prolonged period of time;
- **Cyberbullying:** bullying that takes place using technology. This may include bullying through the use of mobile electronic devices, social media or gaming sites. See the appendix to this policy for guidance for pupils about cyberbullying. More information about the use of mobile electronic devices may be found in the *Acceptable Use of ICT for Pupils Policy*.
- **Prejudice-based bullying:** bullying that is motivated by actual or perceived differences between children such as where a child is adopted, in care or has caring responsibilities;
- **Harmful sexual behaviours:** includes sexual harassment and sexual violence;

- **Sexual harassment:** unwanted conduct of a sexual nature that can occur online and offline. It can include but is not limited to:
    - Sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
    - Sexual jokes or taunting;
    - Physical behaviour such as deliberately brushing against someone, interfering with their clothes, displaying pictures, photos, or drawings of a sexual nature;
    - Online sexual harassment which may include: non-consensual sharing of sexual images and videos (sharing of nudes and semi-nudes images and videos, otherwise known as sexting or youth produced sexual imagery including digitally manipulated or AI-generated sexual imagery), inappropriate sexual comments on social media, exploitation, coercion and threats, and upskirting. Incidences of sexual harassment will be investigated to ensure they are not part of a wider pattern of sexual harassment and / or sexual violence;
- **Sexual violence**: sexual offences under the Sexual Offences Act 2003, specifically rape, assault by penetration, sexual assault, and causing someone to engage in sexual activity without consent.

1.4 Discrimination-based bullying may also be:

- Racist - related to someone's religion, belief, or culture;
- Sexist – related to a person's sex or gender reassignment;
- Related to a person's sexual orientation (homophobic bullying);
- Related to a person's age;
- Related to pregnancy or maternity;
- Related to a person's disability, special educational needs, learning difficulty, health or appearance;
- Related to a person's home circumstances; or
- Cyberbullying that takes place using technology.

1.5 Pupils who are lesbian, gay, bisexual or gender questioning can be targeted by other children. In some cases, a child who is perceived to be lesbian, gay, bisexual or gender questioning (whether they are or not) can be just as vulnerable as children who do identify as such. Risks can be compounded where children who are lesbian, gay, bisexual or gender questioning lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with a member of staff to help counter homophobic, biphobic and transphobic bullying and abuse.

1.6 Racial, sexual, biphobic, transphobic, or homophobic bullying or bullying someone because they have a disability are also hate crimes.

1.7 Some individuals may see their hurtful conduct as "teasing" or "a game" or "for the good of" the other person and not deliberately intended to hurt. It can sometimes hurt to be different, or to be made to feel different. These forms of behaviour are equally unacceptable but may not be malicious and can often be corrected quickly depending on the circumstances with advice and without disciplinary sanctions. If left unchallenged or dismissed, low level disruption such as 'banter' or 'horseplay' can have a wearing and significant impact on targeted individuals exposed to such behaviour and

may lead to a culture of failing to report. This is not a culture the School adopts. In some circumstances, it may be necessary to consider disciplinary sanctions in response to this type of behaviour.

1.8 A person who makes a physical or sexual assault on another, or who steals or causes damage to the property of another, commits a criminal offence. Bullying may also be regarded as threatening behaviour or harassment which can be either a criminal offence or a civil wrong known as a "tort" for both of which there can be legal consequences outside the School. Certain acts of voyeurism e.g. upskirting, which typically involves taking a photograph under a person's clothing without them knowing with the intention of viewing parts of their body or clothing not otherwise visible in order to obtain sexual gratification, or cause the victim humiliation, distress or alarm, are criminal offences. Misuse of electronic communications could also be a criminal offence; for example it is an offence to send an electronic communication (such as a text message or email) to another person with the intent to cause distress or anxiety.

1.9 Bullying causes fear and distress for the victim and may distract them from schoolwork. It often affects other children who witness the bullying. It may damage the atmosphere of a class, and even the climate of a school.

2 Safeguarding and Child-on-Child Abuse

2.1 Bullying is closely connected with pupil wellbeing and, therefore, will invariably require a safeguarding response. Bullying demonstrates a lack of respect for others which can overlap with abusive and harassing behaviour and which, in turn, can lead to a culture of unacceptable behaviours and an unsafe environment for children. The School has a zero-tolerance approach to bullying; it is essential that all staff understand the importance of challenging inappropriate behaviours between peers that are actually abusive in nature.

2.2 The School recognises that bullying may intersect with racism, discrimination, online harms, group-based exploitation, teenage relationship abuse, coercive control and other overlapping harms, and will consider whether concerns indicate wider safeguarding risks.

2.3 Child-on-child abuse can occur both inside and outside of School and may be taking place whilst not being reported. A one size fits all approach is not appropriate for all pupils; a contextualised approach for more vulnerable pupils, victims of abuse, pupils with special educational needs and disabilities or certain medical or physical health conditions may be required. Certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh," or "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours and create an unsafe environment for pupils. In worst case scenarios, dismissing sexual harassment can lead to a culture that normalises abuse with pupils accepting it as normal and not coming forward to report it.

2.4 Technology is a significant factor in many safeguarding and wellbeing issues. Pupils are at risk of abuse online as well as in person. This can take the form of abusive, harassing, and sexist messages, the non-consensual sharing of indecent images especially around chat groups, and the sharing of abusive images and pornography.

2.5 In line with the School's aims and culture of openness and encouragement to report, the School's policy and procedures with regard to child-on-child abuse are set out in the School's *Safeguarding and Child Protection Policy*. Concerns about a pupil's welfare because they are the victim or perpetrator of bullying behaviour must be reported in accordance with the School's safeguarding procedures and appropriate action taken, in accordance with the Cambridgeshire Safeguarding threshold document.

3 Anti-Bullying Culture and Systems

3.1 The School's Governors have overall responsibility for promoting and safeguarding the welfare of pupils at the School, ensuring that those in leadership and management positions actively promote pupil wellbeing. This includes providing that appropriate values, policies and procedures are in place and implemented effectively to:

- Facilitate an inclusive environment where pupils can openly discuss the cause of their bullying, without fear of further bullying;
- Minimise the risk of bullying at the School, including in the Boarding House, so that pupils feel safe and secure;
- Intervene early in low-level disruption to prevent negative behaviours escalating;
- Make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on;
- Deal swiftly with allegations of bullying at the School so that pupils and staff feel confident that all incidents will be dealt with appropriately; and
- Consider incidents of sexual harassment in broad terms so that it is challenged in order to prevent the normalisation of behaviours which can provide an environment that may lead to sexual violence.

3.2 The School wishes to enhance pupils' self-esteem. The School aims to provide pupils with a secure and caring environment in which bullying is neither ignored, condoned, nor tolerated. The School cannot do this alone; all members of the School, including staff, parents and governors as well as pupils must demonstrate that they believe that any form of bullying is unacceptable and set an example which reflects that view.

3.3 In particular, the School expects all members to:

- uphold the School's values and abide by the School's rules;
- report an incidence of bullying in accordance with this policy;
- ensure a complaint of bullying will always be taken seriously;
- ensure that unkind actions or remarks are not tolerated and not stand by when someone is being bullied;
- value one another and treat each other with respect and sensitivity;
- think carefully before speaking or acting in ways which may cause argument, distress or embarrassment;
- respect differences and variety (of origin, appearance, personality and interests) remembering that everyone has both rights and duties;
- recognise that what may seem fun to some (especially a group) may seem much more threatening to others (especially an individual);
- work together to create a School in which people live harmoniously;
- help protect and support those who are unhappy or vulnerable;
- make a stand against those who ignore or resist these aims.

All of the above apply to interaction in person or online, through the use of any form of technology.

3.4 It is everyone's responsibility to ensure so far as is reasonably practicable, whatever the circumstances, that no one becomes a victim of bullying. A person may be vulnerable to bullying because of their age, physical appearance, nationality, race, gender or gender questioning or reassignment, sexual orientation, religion or belief, culture, learning difficulty, disability, home circumstances, or because they are new in the School, appears to be uncertain or does not have friends. A person may also become a target because of an irrational decision by a bully.

3.5 In School and in every year group:

- discriminatory and offensive words and behaviour are treated as unacceptable;
- positive attitudes are fostered towards people with any protected characteristic including those who are disabled and towards ethnic, religious, cultural and linguistic groups within and outside the School;
- positive attitudes are fostered towards gender and sexuality differences through the curriculum and tutorials; and
- incidents of bullying which are based on protected characteristics will be distinguished in the School's records.

3.6 Through their training and experience, members of staff and volunteers are expected to promote an anti-bullying culture by:

- celebrating achievement;
- anticipating problems and providing support;
- adopting a proactive interactive approach to bullying by gathering intelligence about issues between pupils which might provoke conflict and developing strategies to prevent bullying occurring in the first place;
- disciplining perpetrators fairly, consistently and reasonably, taking into account any special educational needs or disabilities of the pupil, taking into account the motivations any underlying safety concerns of the perpetrator and providing support as appropriate;
- creating opportunities to listen to pupils;
- being vigilant to seemingly minor acts and exercising professional curiosity to check whether words or actions are unkind or not;
- acting as advocates of pupils;
- reporting concerning behaviour in accordance with the provisions outlined in this policy, adopting an 'it could happen here' attitude;
- being alert to the fact that some victims, witnesses and perpetrators may themselves be vulnerable to bullying or harassment following any report of sexual violence or sexual harassment; and
- exercising professional curiosity and knowing what to look for in order to detect abuse and to identify children who may be in need of help or protection.

3.7 Members of staff and volunteers are vigilant at all times but particularly:

- at the start and end of the School day when pupils arrive and leave the site;
- before lessons;
- in the queue for the Dining Hall and in the Dining Hall itself;
- during break times;

- in the changing rooms;
- on School transport and educational visits;
- in the Boarding House.

3.8 The School recognises that the boarding environment, by its very nature, presents a particular set of risks in relation to bullying behaviour. As such, the Boarding House has robust systems in place to minimise the risk of bullying and prevent it from occurring as far as possible. The procedures include appropriate supervision during boarders' free time and bed times, a clear process for Boarding House staff to report all incidents and concerns, which are then actioned by the Housemaster, and regular dialogue between members of Boarding House staff which ensures early intervention where needed. Additionally, the general wellbeing of all boarders is formally discussed at least every fortnight in Boarding House meetings. Particular vigilance is given to boarders' dormitory arrangements; changes are made when needed in order to promote positive relationships.

3.9 Staff awareness is raised through discussion in meetings between members of the Senior Pastoral Team, the Designated Safeguarding Lead, Form Tutors, the Housemaster and the Deputy Heads, and strategies put in place for action to be taken to reduce the risk of bullying at times and in places where it is most likely to occur. The result of these meetings is to feed back information about friendship patterns, particular incidents, any pupil who seems to be isolated, any growing "power base" and any known conflict between pupils so that strategies can be developed to prevent bullying. Appropriate training is arranged for staff in relevant roles to ensure they have the necessary skills to identify the risks and indications of child abuse and bullying and to deal with cases or potential cases which are detected.

3.10 The School takes active measures to promote an anti-bullying culture and the message to parents that bullying will not be tolerated at the School. This is achieved through form time, the School's Personal, Social, Health and Economic (PSHE) curriculum, Spiritual, Moral, Social and Cultural Education (SMSC), assemblies and visiting speakers. Through PSHE, pupils learn the positive values of mutual respect and concern for others and the importance of building healthy relationships. Lessons are delivered via age-appropriate materials. Further details may be found in the *PSHE Policy* on the School Portal and public website.

3.11 The School emphasises to older pupils the importance of setting a good example and being helpful to younger pupils as well as each other. The School encourages this interaction through its 'Buddy Programme' where older pupils are trained to be buddies to younger forms and offer encouragement and support in an appropriately limited way. Additionally, the Boarding House operates a 'Keepers' programme, which offers further responsibilities to older boarders and allows them more opportunities to set a good example for younger boarders. Further details may be found in the Boarding House Handbook.

3.12 A pupil who is being bullied should complain without delay and can do so in several ways:

- tell their parents, Form Tutor, the Housemaster, a Deputy Head, the Designated Safeguarding Lead (DSL), the School Nurse or a member of staff or a responsible older pupil; alternatively,

- place a note in the 'Worry Box' in the corridor outside the library or at the top of the Boarding House stairs, which can be delivered to any member of staff anonymously;
- contact the School Independent Listener for advice on listener@kcs.cambs.sch.uk or via their Form Tutor; or
- contact Childline (0800 1111) or the Children's Commissioner (0800 528 0731).

4 Why Incidents May Not Be Reported

4.1 There are many reasons why a pupil who has suffered, witnessed or learned of bullying may be reluctant to report it. They may become demoralised and think, for example:

- it is telling tales;
- they won't believe me because the person I am complaining about is popular and I am not, and I will become even more unpopular;
- the things they are saying and doing are too embarrassing to discuss with an adult;
- it is all my fault anyway for being overweight / too studious etc;
- there are too many of them; there is nothing the staff can do;
- it will get back to my parents and they will think less of me;
- I will just try and toughen up and grow a thicker skin;
- I will lie low and not draw attention to myself;
- this is a normal part of growing up and going to school.

4.2 There are also reasons why a pupil who has witnessed or learned of bullying behaviour may not want to make a report. They may think:

- it is telling and I will become unpopular;
- it is not my concern anyway;
- I don't like the victim and I would find it embarrassing to be associated with them.

4.3 Any of these responses would be contrary to the School's culture. By implementing this policy, the School encourages every pupil (and their parents) to understand that:

- every complaint of bullying will be taken seriously;
- members of staff will deal with a complaint correctly and effectively in accordance with their experience and the training they have received;
- there is a solution to nearly every problem of bullying;
- a pupil who complains will receive support and advice and in many cases the problem can be dealt with on a no-names basis;
- the primary aim will be for the bullying to cease, not the punishment of the bully, unless necessary;
- the School may need to support the bully as well so that it can address the causes of bullying behaviour.

5 Reporting Concerns

5.1 A pupil who is being bullied, or who is worried about another pupil being bullied, should tell their parents, and preferably their Form Tutor, a Deputy Head or another member of staff. However, it is most important that any case of bullying is reported to someone

to whom the victim feels able to talk and, accordingly, a report may be made to any member of staff. The School wants to help, and has many years' experience in doing so.

5.2 Initial Complaint: Any member of staff who learns of alleged bullying behaviour should:

a) firstly, respond quickly and sensitively by offering advice, support and reassurance to the alleged victim. The member of staff should:

- listen carefully and keep an open mind;
- not ask leading questions; and
- reassure the child but not give a guarantee of confidentiality;

b) if the incident is not too serious, possible outcomes may be that there has been a misunderstanding which can be explained sympathetically to the alleged victim with advice to the alleged bully, or the complaint is justified in whole or in part, and further action will be needed.

In a case in which a serious criminal offence is suspected, advice should be sought from the Head directly. In all other cases:

c) report the allegation to the Head of Year and Form Tutors of both the alleged victim and alleged bully as soon as possible. The Housemaster should also be informed if either party is a boarder.

6 Assessment of Concerns

6.1 The pupil's Head of Year and / or Form Tutor will normally see the victim and, unless the case is very serious, any witnesses without delay and form an initial view of the allegation. The assessment will consider:

- the nature of the incident(s): physical? sexual? verbal? exclusionary?
- is it a one-off incident involving an individual or a group?
- is it part of a pattern of behaviour by an individual or a group?
- has physical injury been caused?
- who should be informed: Head? Parents? Designated Safeguarding Lead? Children's Social Care? Police?
- can the alleged bully be questioned without disclosing the victim's identity?
- what is the likely outcome if the allegation proves to be true?

6.2 At this stage, the possible outcomes for an incident which is not too serious include:

- there has been a misunderstanding which can be explained sympathetically to the alleged victim with advice to the alleged bully; or
- the complaint is justified in whole or in part, and further action will be needed.

6.3 If at any stage the alleged bullying behaviour raises a safeguarding concern, the matter should be reported in accordance with the School's *Safeguarding and Child Protection Policy* before any further investigation is carried out. This will always be the case where consensual or non-consensual sharing of nude or semi-nude images or videos / sexting (including digitally manipulated or AI-generated nude or semi-nude imagery) or other harmful sexual behaviours are involved. Where bullying allegedly involves youth

produced sexual imagery, staff will not view or forward sexual imagery reported to them and will follow the School's policy on sharing consensual or non-consensual nude and semi-nude images as set out in Appendix 1 of the School's *Safeguarding and Child Protection Policy*.

6.4 Except in a case where a serious criminal offence is suspected, in the event that an observed or reported instance of serious bullying behaviour has occurred involving a pupil or has recurred after warnings have been given to the alleged perpetrator, the Form Tutor and Housemaster (if either party is a boarder) must inform the Head, Deputy Heads and the Designated Safeguarding Lead. The Designated Safeguarding Lead or a Deputy Head will then:

- interview the alleged victim(s), perpetrator(s) and any witness(es) separately in order to establish the facts. They may decide to ask the relevant Form Tutor or Housemaster to be present;
- send a summary of the findings to the Head.

The Head, along with the Deputy Heads, DSL and Housemaster, will decide on the action to be taken in accordance with the range of action set out below.

The DSL will record the incident on the centralised record of all allegations and reports of bullying.

The Head will notify the parents of the victim(s) and perpetrator(s) giving them the details of the case and the action being taken. In very serious cases, such action may include further investigation in accordance with the School's *Policy for Good Discipline* and *Permanent Exclusion, Removal and Review Policy*.

6.5 The School will keep relevant parents informed if and when it may be dealing with a significant bullying situation, including online safety issues. Parents are asked to let the School know directly if they have cause for concern, either on behalf of their own children or because of rumours about incidents involving others. The School endeavours to handle all information discreetly, and while it has obligations to follow up such matters it does not do so without considering appropriate consultation. The School recognises it is much easier to manage problems or potential problems with early intervention.

7 Response to Concerns

7.1 Range of actions: Once investigated, and when a complaint of bullying behaviour is upheld, every effort will be made to resolve the problem through action including one or more of the following:

- consideration as to whether the bullying incident should be addressed as a safeguarding concern and if so, follow the procedures set out in the School's *Safeguarding and Child Protection Policy*;
- counselling of all appropriate parties;
- advice and support for the victim and, where appropriate, establishing a course of action to help the victim, including support from external services where appropriate;

- advice and support to the bully in trying to change their behaviour. This may include clear instructions and a warning or final warning;
- consideration of the motivation behind the bullying behaviour and whether external services should be used to tackle any underlying issues of the bully which contributed to the bullying behaviour. If these considerations lead to any safeguarding concerns relating to the bully, the School's child protection procedures will be followed;
- a supervised meeting between the bully and the victim to discuss their differences and the ways in which they may be able to move forward (only with the victim's express agreement);
- a disciplinary sanction against the bully, in accordance with the School's *Policy for Good Discipline*. Sanctions should reflect the seriousness of an incident and aim to deter future behaviour of a similar nature. In a very serious case or a case of persistent bullying, a pupil may, after appropriate investigation, be required to leave the School permanently in accordance with the School's *Permanent Exclusion, Removal and Review Policy*. Any disciplinary action will be applied fairly, consistently and reasonably, taking into account any special educational needs or disabilities and the needs of vulnerable pupils;
- action to break up a "power base";
- confiscation of mobile electronic devices, increased monitoring procedures or limiting access to the School's internet and email facilities if the incident involved cyberbullying (see the School's *Acceptable Use of ICT for Pupils Policy*);
- moving either the bully or victim to another form group or class after consultation with the pupil, their parents and the relevant staff;
- consideration of whether the bully, if a boarder, should continue boarding or whether changes to dormitory arrangements should be made;
- involving children's social care or the police after following due process and collaboration with the parents;
- notifying the parents of one or both pupils about the case and the action which has been taken;
- notifying external agencies where appropriate; and
- such other action as may appear to the Head to be appropriate.

7.2 In serious cases, parents will be informed and consulted. This process will normally be carried out by the Head of Year and Deputy Head.

7.3 The position should be monitored for as long as necessary thereafter. Action may include:

- sharing information with some or all colleagues and with pupils in the Form and / or Boarding House so that they may be alert to the need to monitor certain pupils closely;
- ongoing counselling and support;
- vigilance;
- mentioning the incident at staff meetings;
- reviewing vulnerable individuals and areas of the School; and
- liaison between the Housemaster and Head of Year / Form Tutor.

7.4 The School recognises that removing bullied pupils from school is disruptive and can make it difficult to reintegrate. The School understands in some circumstances however,

the consequences of being bullied may have had a severe impact on a pupil's social, emotional or mental health and may have impacted seriously on a pupil's ability to learn. The School will do all that is reasonably possible to ensure bullied pupils continue to attend school and maintain their educational progression by putting in place proportionate short term alternative onsite provision plans where necessary.

7.5 If the pupil is considered to have significantly greater difficulty learning than the majority of those the same age due to the impact of the bullying, the School will consider whether the pupil will benefit from being assessed for special educational needs.

7.6 For all incidents of bullying (whether isolated or occurring over a period of time), disciplinary sanctions will be applied fairly, consistently and reasonably, taking into account any special educational needs or disabilities of the pupil and the needs of vulnerable pupils. Such sanctions may extend to fixed term exclusion, required removal or, in the gravest cases of severe or persistent bullying, permanent exclusion. Counselling may be maintained for both parties after any fixed term sanctions have been applied.

7.7 If at any stage the alleged bullying behaviour raises a safeguarding concern, the School's *Safeguarding and Child Protection Policy* will be followed before further investigation is carried out. Even where safeguarding is not considered to be an issue, the School may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

8 Implementation of the Policy

8.1 Awareness of this policy is promoted through appropriate staff training to ensure the principles of the policy are understood, legal responsibilities in line with the Equality Act 2010 are known and guidance is given to help staff in relevant roles prevent and resolve problems.

8.2 Positive values of mutual respect and concern for others are promoted to pupils through explicit encouragement in a wide range of contexts from assembly and form time to informal discussion.

8.3 The PSHE curriculum addresses the topic of 'friendship' in all year groups; 'bullying' is addressed in Years 5-8. Additionally, Form Tutors remind pupils periodically of their responsibility to ensure that bullying does not occur and to talk to a member of staff if they witness, suspect, or experience bullying. Staff are aware of learning opportunities in class avoiding prejudice-based language.

8.4 Online safety is a key aspect of all areas of the curriculum. Parents are informed about online safety issues, and the School's strategies to safeguard pupils and boarders, through correspondence and events held by the School to raise awareness. Further information about the School's approach to online safety is available in the School's *Online Safety Policy*, *Acceptable Use of ICT for Pupils Policy* and *PSHE Policy*.

8.5 The School recognises that children with special educational needs and disabilities or certain medical or physical health conditions can face additional safeguarding challenges, including the potential to be disproportionately impacted from behaviours

such as peer group isolation or bullying, without outwardly showing any signs. The School will consider extra pastoral support for pupils with special educational needs and disabilities as required.

9 Training

9.1 The School ensures that regular guidance and training are arranged as appropriate on induction and at regular intervals thereafter to ensure that staff, governors and volunteers in relevant roles understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles, especially:

- having an understanding of the groups who may be more vulnerable to bullying;
- awareness of the risk and indications of bullying, and how to deal with cases;
- counselling skills (including bereavement); and
- awareness of the risks of child-on-child abuse including sexual violence and sexual harassment and how bullying behaviour may give rise to safeguarding concerns.

9.2 The level and frequency of training depends on the role of the individual member of staff. The School maintains records of all staff training.

9.3 We emphasise with older pupils the role which is expected of them in setting a good example and being helpful to younger pupils and each other.

10 Risk Assessment

10.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action taken to reduce the risks identified.

10.2 The format of the risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused. For further details, please see the School's *Risk Assessment for Pupil Welfare Policy*.

10.3 Day to day responsibility to carry out risk assessments under this policy will be delegated to either the DSL or a Deputy Head, who have been properly trained in, and tasked with, carrying out the particular assessment.

11 Monitoring and Review

11.1 The School maintains records of the welfare and development of individual pupils. Every complaint or report of bullying is recorded centrally and monitored to enable patterns to be identified, both in relation to individual pupils and across the School as a whole and to evaluate the effectiveness of the School's approach.

11.2 The Designated Safeguarding Lead maintains a centralised record of all allegations or reports of bullying, including details of those involved and the action taken.

11.3 The Deputy Heads, along with the Senior Pastoral Team, monitor the centralised record of bullying incidents on a regular basis to identify patterns in behaviour and the effectiveness of the School's anti-bullying procedures. This information is reported to the Head and to the Governors' Education sub-committee to ensure that the Senior Leadership Team and Governors actively monitor bullying incidents and the effectiveness of the School's anti-bullying procedures.

11.4 This policy will be reviewed, and revisions made on an annual basis, or more regularly as required and taking into account any advice published by the DfE together with the records of any bullying incidents. In undertaking the review, the Head, Deputy Heads and Senior Pastoral Team will take into account the results of the monitoring above as well as any changes in legislation and / or statutory guidance and other relevant information gathered (such as through a bullying survey).

11.5 The Governors will consider the revisions made as part of its collective responsibility to carry out an annual review of safeguarding.

12 Recordkeeping

12.1 All records created through the application of this policy are managed in accordance with the School's *Data Protection and Retention Policy* and procedures.

12.2 The records created in accordance with this policy may contain personal data. The School's use of personal data will be in accordance with data protection law. The School has published privacy notices on its website which explain how the School will use personal data. The School's approach to data protection compliance is set out in the School's *Data Protection and Retention Policy*. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy. This includes the School's *Data Protection and Retention Policy*.

15 Version Control

Date of last review	November 2026
Date of next review	November 2027
Policy owner	Head, Deputy Heads, Senior Pastoral Team
Authorisation	Rev Dr Stephen Cherry, Chair of Governors on behalf of the Board of Governors

Appendix - Cyberbullying

Cyberbullying is bullying that takes place using technology.

It can take the form of many behviours including:

- Harmful messages (text, instant, multimedia, email, in-game chat);
- Impersonating another person online;
- Sharing private messages;
- Uploading photographs or videos of another person that leads to shame and embarrassment;
- Creating hate websites / social media pages;
- Excluding people from online groups.

Pupils should remember the following:

- Use security / privacy settings when using technology;
- Regularly change your password and keep it private;
- Always respect others - be careful what you say online and what images you send;
- Think before you send - whatever you send can be made public very quickly and could stay online forever;
- If you or someone you know are being cyberbullied, **tell someone**. You have the right not to be harassed or bullied online. Tell an adult you trust - your parents, any member of staff, the School Listener or a helpline such as ChildLine on 0800 1111 and the NSPCC on 0808 800 5000;
- Don't retaliate or reply online;
- Save the evidence - learn how to keep records or screenshots of offending messages, pictures or online conversations. Ask someone if you are unsure how to do this. This will help to show what is happening and can be used by the School to investigate the matter;
- Block the bully. Most social media websites and online or mobile services allow you to block someone who is behaving badly;
- Don't do nothing - if you see cyberbullying going on, support the victim and report the bullying.

You may find the following websites helpful:

http://www.childnet.com/young-people
https://www.childline.org.uk/Explore/Bullying/Pages/online-bullying.aspx
https://www.ceop.police.uk/Safety-Centre/How-can-CEOP-help-me-YP/
https://www.bbc.com/ownit
https://www.thinkuknow.co.uk/
https://www.saferinternet.org.uk/Explore/Bullying/Pages/online-bullying.aspx
https://www.mysafetynet.org.uk/

Please see the School's *Acceptable Use of ICT for Pupils Policy*, which set out the rules about the use of technology, including mobile electronic devices.