

Anti-Bullying Policy

1. Introduction

We want our pupils to look forward to coming to school and to be able to learn and develop to their full potential in a safe and supportive environment. We take pride in being a caring community. Good behaviour is expected from all and pupils are expected to treat staff and each other with courtesy and co-operation so that they can learn in a relaxed but orderly atmosphere.

We will not tolerate bullying in any form. We strive to treat all of our pupils and their parents fairly and with consideration; we expect them to reciprocate this towards each other, the staff and the school. Bullying, harassment, victimisation and discrimination are the antitheses of the school's core values and will not be tolerated. Everyone in our community - teaching and non-teaching staff, parents, guardians and all pupils - is expected to support this policy, to understand what bullying is and what they should do if bullying arises.

2. Policy Aims

The aim of this policy is:

- to maintain and encourage a positive and supportive culture amongst all pupils and staff in the school.
- to deter bullying behaviour, detect it when it occurs, and deal with it on a case-by-case basis through mediation, guidance, education, counselling and/or disciplinary sanctions up to and including, if necessary, expulsion.

3. Scope

It is everyone's responsibility to help ensure that, whatever the circumstances, no one becomes the target of bullying. This policy applies to all pupils and staff at the school irrespective of their age and whether or not a pupil is in the care of the school when/if bullying behaviour occurs. Staff have the power to discipline pupils for misbehaving outside the school premises. The school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control of staff if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, in town or via social media.

While this policy focusses mainly on the bullying of pupils by other pupils, it is recognised that other forms of bullying may occur and this is addressed in Section 7.1.3.

4. Publication

This policy is available to all parents on the Parent Portal and to pupils and parents on the school's website. It is also available in the Policies folder on staff resources and from the school office upon request. A summary version of this policy is displayed for all pupils on pastoral noticeboards.

5. Definitions

5.1 Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying may occur directly or through cyber-technologies such as social websites, mobile phones, text messages, photographs, video and email. It is often motivated by prejudice against particular groups e.g. because of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer. It can result from any perceived or actual differences between children. For example, those who are perceived to be LGBT children can be vulnerable to abuse and bullying. It is important to remember the seriousness of bullying, which is not just physical but can also be emotional, and can cause psychological damage. Bullying on the basis of protected characteristics is taken particularly seriously. Incidents of bullying that are based on protected characteristics will be distinguished in the school's anti-bullying log to better enable the school to identify any issues, trends or patterns. This will help the school to instill the values of tolerance and respect across the community and actively promote the wellbeing of pupils.

There are many forms of bullying but it may be:

- **Verbal:** name-calling, unfriendly teasing, sarcastic praise, taunting, mocking, making offensive comments, demanding money, spreading hurtful rumours or manipulating others to do so. It includes discriminatory and derogatory language, such as racist, homophobic, disability and mental health intolerant language.
- **Exclusionary Behaviour:** excluding from groups, intimidating, isolating, tormenting (hiding books, threatening gestures).
- **General unkindness:** sending nasty notes/emails/text messages, sending offensive or degrading images by phone or via the internet.
- **Physical:** hitting, kicking, slapping, pushing.
- **Cyberbullying:** using electronic media, text messages, mobile phone photos/video clips, mobile phone calls, email, chat rooms, instant messaging and websites (blogs), personal websites, social networking sites (e.g. Facebook, Instagram, AskFM, Twitter, Tumblr, Formspring, YouTube, Rate my Teacher, etc) to deliberately upset someone. See section 5.2 for more detail.
- **Upskirting:** this typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence.

Bullying may also be:

- **racist** or relating to someone's religion, belief or culture.
- **sexist**: related to a person's gender or gender reassignment.
- **sexual**: talking to or touching someone in a sexually inappropriate way (please see the Safeguarding policy for further details)
- **homophobic**: relating to a person's sexual orientation.
- **Prejudice-based**: any type of direct physical or verbally bullying, indirect bullying or cyberbullying based on a 'protected characteristic' as set out in the Equality Act 2010, namely; age, disability, gender, gender reassignment, race, religion or belief and sexual orientation. Focussing in a hurtful way on someone's disability, special educational needs, physical attributes (such as hair colour or body shape), health conditions or home circumstances such as being adopted or a carer.

A one-off incident of unpleasantness or an isolated thoughtless comment is not necessarily deliberately intended to hurt. However, we all have a responsibility to guard against this kind of behaviour and correct it. To that end, the school will still take appropriate action in response to a single incident and make an appropriate record of the incident. Some individuals may see their hurtful conduct as "banter", "teasing", "a game" or "for the good of" the other person. Bullying is often hidden and subtle; it can also be overt and obvious. All these forms of bullying are equally unacceptable. Bullying can involve complicity (silently accepting) which falls short of direct participation. Bullying can often be corrected quickly with advice and without disciplinary sanctions. However, bullying is a form of child-on-child abuse and can be very serious in nature. For this reason, it is important that this policy is read in conjunction with the School's Safeguarding and Child Protection policy, which sets out the school's procedures for dealing with child-on-child abuse. Section 7.2 of this policy also explains what staff should do if they think that a pupil might be at risk.

5.2 Child-on-child abuse is the abuse of children by other children or young people. It can happen both inside and outside of school as well as online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports as detailed in the School's Safeguarding policy. All staff should understand that even if there are no reports in school of child-on-child abuse, it does not mean it is not happening: it may be the case that it is just not being reported. As such, it is important that if staff have any concerns about child-on-child abuse they should speak to the DSL or DDSLs. In all cases, if staff are unsure, they should always speak to the DSL team. Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical 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 stand-alone 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-nude 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. It is a criminal offence under the Voyeurism (Offences) Act 2019 and anyone, of any gender, can be a victim.
- 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).

The school takes a zero tolerance to child-on-child abuse. Any form of behaviour that can be considered child-on-child abuse must be considered a child protection matter and staff should refer to the school's Safeguarding and Child Protection policy. However, some of these behaviours will also need to be handled with reference to other policies such as the anti-bullying, behaviour and online safety IT and user agreement policies. All behaviour takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it. The school recognises the importance of distinguishing between problematic and abusive behaviour. Suitable sanctions will be considered in instances of child-on-child abuse up to and including permanent exclusion. The nature of the incident and the wishes of the victim will be especially important in determining how to proceed in such cases and appropriate support will be provided to both the victim and the perpetrator as required on a case-by-case basis. Taking disciplinary action and providing support are not mutually exclusive actions – they can, and should, occur at the same time if necessary.

Tring Park is committed to a whole school approach to ensure the prevention, early identification and appropriate management of child-on-child abuse within our school and beyond. In cases where child-on-child abuse is identified, the school will follow its child protection procedures, taking a contextual approach to support all young people who have been affected by the situation as detailed in the school's Safeguarding policy.

5.3 Cyberbullying is bullying that takes place using technology, particularly using mobile telephones, social media sites or gaming sites, deliberately to upset someone else. Cyberbullying is a form of bullying that can happen at all times of the day, with a potentially bigger audience and more accessories as people forward on content or 'like' a post with a click. Staff can be victims of cyberbullying as well as pupils. It is important that all members of the school community, staff, parents and pupils, use social media responsibly. The school considers online safety as part of both safeguarding and anti-bullying arrangements, and this policy should also be read in conjunction with the Online Safety IT and Acceptable Use policy.

Examples of cyberbullying include:

- setting up website pages and inviting others to post derogatory comments about a pupil;
- filming fights or assaults (also known as ‘happy slapping’) and circulating them via mobile phones;
- sending insulting and vicious text messages;
- posting fake or obscene photographs of the target on a social networking site;
- hacking into social networking sites and removing and circulating material which may be embarrassing or personal.
- Upskirting using electronic devices.

1. Cyberbullying is very threatening as there is no safe haven for the victim.
2. Cyberbullying can follow people into their private space and at all hours.
3. Cyberbullies can communicate their messages to a wide audience with remarkable speed and can often remain unidentifiable and unseen.
4. Once a message is on the internet, it is very difficult to erase it totally; cyber-bullying therefore threatens for life the target’s reputation.

If you are bullied online, do not respond or retaliate to the cyberbullying incidents. Do not delete evidence of the abuse but switch off your device and report it to a member of staff.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyberbullying by providing a specific power to search for and, if necessary, delete inappropriate images or files on electronic devices. The school reserves the right to confiscate a mobile phone or other electronic device if it is suspected that it has been used in a cyberbullying or other harmful incident. There is no need to have parental consent to search through a young person’s device where there is good reason to do so. Any communications of a bullying nature made from outside school will be treated in the same way as those made inside school. Cyberbullying may lead to disciplinary or legal action. All pupils must abide by the terms laid out in the Online Safety IT and Acceptable Use policy.

5.4 Sexting is difficult to define because it is a broad term that means different things to different people. To most professionals, sexting is the sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobile phones or over the internet. However, many young people interpret sexting as the writing and sharing of explicit messages with people they know. Sharing photos and videos online is part of daily life for many people, enabling them to share experiences, connect with friends and record their lives. However, creating and sharing sexual photos and videos of under-18s is illegal. Furthermore, these images can then be passed on by the recipients to others who were not originally intended to see the images. The originators of the photos can become victims of bullying as a result.

In 2016, The UK Council for Child Internet Safety (UKCIS) published *Sharing nudes and semi-nudes: advice for education settings in working with children and young people* and the school has regard to this advice in formulating its procedures for dealing with any incidents of sexting. Child pornography laws cover both the possession and distribution of sexual images of children. If the school is made aware that inappropriate images of a pupil might exist on an electronic device, the DSL must be informed at once and procedures will be followed as outlined in the school’s Safeguarding and Child Protection policy.

6. Signs and Symptoms

A pupil may indicate by signs or behaviour that he or she is being targeted or bullied. It is important to be aware that these signs and behaviours could indicate other problems, but bullying should be considered a possibility and may need to be investigated.

Possible signs include if a pupil:

- changes his or her usual routine, changes accent or vocabulary.
- becomes withdrawn, anxious, isolated or lacking in confidence; stops communicating with others, or does not listen to the problems of others.
- is afraid to use the internet or mobile phone, or becomes upset or withdrawn after using electronic devices.
- is nervous and jumpy when a cyber-message is received.
- does not join in fun.
- avoids being alone.
- looks upset, cries a lot.
- cries himself or herself to sleep at night, has difficulty sleeping, experiences nightmares.
- appears depressed, poor eye contact.
- puts himself or herself down.
- begins to produce uncharacteristically poor school work.
- is frequently absent, displays erratic attendance, arrives late to class.
- has damaged books/has possessions which are damaged or "go missing".
- has private/precious possessions continually "lost".
- has unexplained cuts or bruises.
- becomes aggressive, disruptive or unreasonable; has a change of character.
- stops eating.
- comfort eats.
- is frightened to say what's wrong to anyone, especially staff.
- rushes everywhere with a frightened, nervous look.
- gives improbable excuses for any of the above, acts weirdly, covers up, starts lying.
- rings home all the time.
- is desperate to be friends with the bully.
- shows tension between close friends.
- forms exclusive friendships.
- feels he or she is being stalked.
- chooses the company of adults.
- visits the Medical Centre frequently with symptoms such as stomach pains, headaches.
- threatens to commit suicide or runs away.

7. Procedures

The School treats bullying, including allegations of bullying, very seriously. Bullying conflicts sharply with the school's policy on equal opportunities and with its social and moral

principles. Bullying can be so serious that it causes psychological damage, eating disorders, self-harm and even suicide and, whilst bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour. If at any stage it is thought that a pupil might be at risk of harm as a result of bullying, the school's child protection procedures must be followed as set out in the Safeguarding and Child Protection policy.

Where possible, it is the School's aim to respond to bullying before it starts. Discussions take place with pupils about issues of difference in lessons (including PSHE and RSE), projects, performances and assemblies. Risks can be compounded where LGBT pupils lack a trusted adult with whom they can be open so trusted staff, identified as members of the Equality, Diversity and Inclusion committee, can be contacted using Whisper, the confidential online reporting system, and locations such as the medical centre are identified as 'safe spaces' in school. Staff look for intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. All staff who have contact with children have a responsibility to pass on any issues that they pick up. This information is shared with the pupil's academic mentor, vocational tutor, the Head of Lower School/Middle School/Sixth Form and pastoral staff as appropriate, and passed on to the school's Anti-Bullying Coordinator.

The corrosive effects of bullying can harm a young person's self-esteem. As part of the school's *Prevent* duty, we recognise that this can make someone at greater risk of radicalisation. The school has a duty to guard against this. If a member of staff has any concerns that a young person might be at risk of radicalisation, procedures must be followed as described in the school's Safeguarding and Child Protection policy.

Any investigating member of staff must invest sufficient time to listen to both sides of the argument and to avoid rushed responses. At the same time, pupils and parents must not be left at risk or with the impression that nothing is being done. The School endeavours to provide support and understanding for the victim; it is important to avoid the 'natural victim' syndrome and the idea that the victim is somehow to blame. Investigations must include witness statements from other pupils as appropriate and the involvement of key staff to ensure that a complete picture is obtained. The victim and parents must be notified of any action taken with sensitivity to issues of confidentiality and the needs of all pupils involved.

We also aim to ensure that the bully understands that he or she must take responsibility for his or her own actions; that he or she knows the seriousness of the offence and that any repetition will result in further action. We will not deal with bullying by a bullying approach; our aim is to use a non-aggressive, positive manner that will achieve outcomes that are constructive for both parties.

Full records must be kept of incidents, investigations and final outcomes by staff involved in dealing with the situations, and copies given to the Anti-Bullying Coordinator. A log of bullying incidents is kept by the school and regularly reviewed and discussed in order to try to identify any possible patterns in bullying behaviour. The log will distinguish any incidents of bullying that are based on protected characteristics to assist with the promotion of toleration, respect and pupil wellbeing.

7.1 Reporting bullying complaints

7.1.1 Pupils

The best way to stop bullying is by involving pupils so that all pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. We actively encourage pupils who feel they are being bullied, or who are worried another pupil is being bullied, to report this immediately in any of the following ways:

- inform parents.
- speak to his or her houseparent, tutor, mentor, the Anti-Bullying Co-ordinator, the Medical Centre or any member of staff with whom he or she feels comfortable.
- speak with the School Counsellors or Independent Listener.
- speak with an older pupil such as a prefect or house captain/deputy.
- speak with an anti-bullying and wellbeing ambassador.
- leave a note for the Anti-Bullying Co-ordinator or other staff.
- Use Whisper, the confidential online reporting tool.
- Contact Childline (0800 1111).
- Contact Kidscape (08451 205 204).

7.1.2 Parents

We want to involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures they should follow if they believe that their child is being bullied. We will take any complaint about bullying seriously and work to resolve the issue in a way that protects the pupil.

We ask that parents work with us by reinforcing the value of good behaviour at home. Engage with your children and take an active interest in their social life. Chat about friends and activities both in and out of school. You may well learn of disagreements or difficulties as children do fall out from time to time and this is a normal part of exploring how to handle relationships. It is not always the best thing to react to every disagreement. However, do watch for signs of real distress in your children. There may be:

- an unwillingness to attend school.
- recurrent headaches, stomach aches, etc.
- toys or equipment going missing.
- requests for extra pocket money.

Parents who are concerned that their child is being bullied should inform their child's housemistress/master, the Anti-Bullying Co-ordinator, or any senior member of staff without delay. You can be sure that the school will treat the issue seriously and will investigate thoroughly. You will be kept apprised of developments, but please be aware that cases of bullying need to be handled sensitively and can take time to investigate thoroughly. Equally, we would ask you to keep us informed of your child's demeanour and behaviour outside of school to help us judge the success of our actions. It is also important that the child is aware that the same policy towards the situation is being implemented both at school and at home.

It is our aim to resolve the situation so that the bullying stops. Should you have continuing concerns, please do not hesitate to contact us. We do not intend to tolerate bullying of any kind.

7.1.3 Staff

This policy focusses mainly on the bullying of pupils by pupils although it is recognised that a staff member could be a target and on occasion may be perceived to be guilty of bullying. Staff members who are concerned about being bullied or harassed should refer to the School's Equal Opportunities policy which is set out in the Staff Handbook. Pupils and parents who feel that a member of staff is bullying should report this in accordance with the procedures set out above. Complaints against teachers will be dealt with in accordance with staff disciplinary procedures.

7.2 Responding to a report of bullying

It is important that a pupil who raises a bullying concern is reassured and feels safe to ask for help. It is important not to assign blame but focus on keeping the pupil feeling safe and acting so that the behaviour of the bullies can be changed. The climate should be right for the target to ask for help.

The member of staff to whom bullying is reported, or who first discovers the situation, must act without delay and reassure and support the pupils involved.

- Depending on the severity of the situation, the pupil's houseparent, the Anti-Bullying Co-ordinator, the Deputy Principal and/or the Principal will be informed as soon as possible.
- In the case of cyberbullying, the member of staff may also contact the E-Safety Officer and/or the Director of IT to assist with technical matters.
- If at any stage a member of staff thinks that a pupil may be at risk of harm, the school's safeguarding procedures will be implemented as detailed in the Safeguarding and Child Protection policy and the appropriate external agencies (such as police/children's social care) will be contacted. If there is a child protection concern, the member of staff must inform the School's Designated Senior Person for Child Protection, who is the Deputy Principal, in accordance with the School's Safeguarding policy. Under section 47 of the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm". Where this is the case, the DSL will report the incident to the Local Safeguarding Children Partnership (LSCP). Even where safeguarding is not 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.
- Although bullying or cyberbullying in itself is not a specific criminal offence in the UK, some types of harassing or threatening behaviour, or communications, could be a criminal offence under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986. If staff feel that an offence may have been committed they should seek assistance from the police.

7.3 The action the school will take in response to a report of bullying

7.3.1 Assessment: An appropriate member of staff such as the housemistress/master, tutor or Anti-Bullying Co-ordinator will normally see the target and any witnesses without delay and form an initial view of the allegation. The assessment will consider:

- the nature of the incident(s): physical, verbal, exclusionary, etc.
- 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 else should be informed: Deputy Principal? Parents? LSCP? Police?
- can the alleged bully/bully group be seen on a 'no-names' basis?
- what is the likely outcome if the complaint proves to be correct?

At this stage the possible outcomes of a situation which is not too serious include:

- there has been a misunderstanding which can be explained sympathetically to the alleged target with advice to the alleged bully.
- the complaint is justified in whole or in part, and further action will be needed (see Range of Actions, below).

If there has been serious bullying behaviour, the Principal and the Deputy Principal (DSL) will be informed and they will co-ordinate the action to be taken.

We reserve the right to investigate incidents involving our pupils which take place outside school hours and outside the school grounds.

7.3.2 Range of Actions

Each situation is treated separately and the feelings and views of the target will be respected and carefully considered; the right solution for that particular problem will be sought with a range of possible approaches discussed with the target (please see below). Wherever possible, the school will adopt an approach with which the target feels most comfortable.

Group mediation: The school may operate an approach which does not assign blame, understanding that there will often be a bully group, probably with one person leading it. The target's feelings are at the heart of this process and the member of staff will begin by discussing with the target his or her feelings.

- A group of pupils, not including the target but including the bully/bully group and some 'rescuers', meet and hear through the target's own words about how hurt the target has been and how the member of staff would value the pupils' help.
- Each of the group undertakes a positive step to help.
- Having made the bully/bully group aware of the target's feelings, the focus is on the solution and moving forward rather than dwelling on the past.
- There are individual follow up meetings with the target, the bully/bully group and the 'rescuers'.
- The experience should be a positive one for all concerned.

Support for the target: We shall make every effort to ensure that the target will receive sensitive support and understanding so that we may deal with the problem appropriately. This support may include:

- advice on self-protection e.g. blocking messages from a particular source or 'buddy lists'.
- advice on preserving evidence in the form of text or email messages, images and other material.
- if it is necessary to inform someone else, the target's agreement will usually be sought and it will be explained who needs to be told and why.
- positive efforts towards enabling full re-integration of both bully and target.
- keeping the target informed of, and strive to ensure he or she is in agreement with, any steps undertaken to deal with the situation.
- follow up meetings with the target to check on progress and adjust the procedures if not working successfully.

Action taken with the bully/bully group: If a pupil or group of pupils is involved in bullying and then responds positively to guidance, they will receive follow up support, encouragement and further guidance on modifying their behaviour.

- If they bully a second time, or the initial bullying is sufficiently severe, they may receive a disciplinary sanction in accordance with the school's Behaviour Policy. Bullying is usually treated as a serious breach of discipline. Disciplinary measures will be applied fairly, consistently and reasonably taking into account any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. The motivations behind bullying behaviour will also be considered and whether it reveals any concerns for the safety of the perpetrator. Where this is the case, the child engaging in bullying may also need support.
- Possible sanctions for bullying, depending on the nature of the bullying, include being asked to sign a behaviour agreement contract, meeting with the Principal, Deputy Principal or relevant Director, the detention system or suspension.
- In a very serious case or a case of persistent bullying, a pupil may, after a fair hearing, be required to leave the school permanently.

Meeting with target and bully: It may also be suitable, with the target's consent, to bring the target and bully together, each with a friend (optional), in a safe environment, e.g. with their houseparent, for understanding and reconciliation.

- A suitable neutral person might be the Head Boy or Girl.
- It is important that neither bully nor target feels intimidated in such a meeting by the presence of older pupils.

Others involved: Those involved, directly or indirectly as observers, including others in the year group, dormitory or class (as appropriate) may be interviewed individually as independent witnesses, with their permission. Each person involved will be asked to consider how he or she could improve the situation.

7.3.3 Recording and Monitoring

- A written record will always be made of any bullying concerns together with the type of bullying and what action has been taken.
- The Anti-Bullying Co-ordinator monitors the bullying logbook at the end of each term in order to enable patterns to be identified, both in relation to individual

pupils and across the school as a whole. Any patterns are then discussed with the Deputy Principal.

- Key people may be informed as appropriate, and with the knowledge of the target.
- In serious incidents, the Principal will be informed.
- If there is sustained unhappiness, parents of those closely involved will almost certainly be kept up to date regarding the action being taken.
- We welcome feedback from parents and guardians about the effectiveness of our preventative measures.

8. Preventative measures

Tring Park School places great value on creating an ethos of good behaviour and an environment that nurtures trust, encouragement and mutual respect in our daily interactions. The school strives to proactively gather information about issues between pupils which might provoke conflict and develop strategies to try to prevent bullying from happening in the first place. This might involve talking to pupils about issues of difference in lessons, boarding areas and in assemblies.

We take the following preventative measures in order to discourage and eradicate bullying:

8.1 New to the School

- Any initiation ceremonies or hazing designed to cause pain, anxiety or humiliation amount to bullying and/or child-on-child abuse. They are strictly forbidden.
- All new pupils are provided with the School's Behaviour policy as well as this Anti-Bullying policy when they join the school and when they receive a copy of the Pupil and Parent Handbook. There is a summary of our Anti-Bullying policy on pastoral noticeboards. Pupils are regularly told what to do and who they can talk to if they encounter bullying and whistle-blowers who act in good faith will not be penalised and will be supported.
- The Medical Centre, pastoral noticeboards and all boarding houses display advice on where pupils can seek help, including details of confidential helplines and websites connecting to external specialists, such as Childline.

8.2 Staff guidance

- All new members of staff are given guidance on the school's Anti-Bullying policy and how to respond to allegations of bullying. They are required to read the school's policy as part of their induction.
- We have a strong and experienced pastoral team who are alert to possible signs of bullying and familiar with the steps they should take.
- The Medical Centre gives confidential support and guidance to pupils who turn to them for help.
- Our trained school counsellors and Independent Listener provide specialist skills of assessment and counselling. They are available to give confidential advice and counselling support to pupils who can refer themselves when they

have social, emotional or behavioural concerns. The Medical Centre can also refer a pupil.

8.3 Guidance in the school and the curriculum

- Assemblies make the subject of bullying a regular topic and underline the themes of community involvement and taking care of each other.
- Our PSHE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school.
- Other lessons, particularly Religious Studies, English and Drama, highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills.
- Pupils are encouraged to tell a member of staff at once if they know that bullying is taking place.

8.4 Cyberbullying – preventative measures

In addition to the preventative measures described above, the school:

- Expects all pupils to sign the IT Acceptable Use Policy Agreement for Pupils.
- Certain sites are blocked by our filtering system and our pupils' use is monitored. This is to safeguard pupils from access to inappropriate material, guard against cyberbullying and, as part of the school's *Prevent* duty, to guard against radicalisation. Pupil access to the internet is turned off in the evenings at age appropriate times.
- May impose sanctions for the misuse, or attempted misuse, of the internet.
- Issues all pupils with their own personal school email address.
- Adheres to the BECTA guidelines regarding e-teaching and the internet.
- Offers guidance on e-safety and the safe use of social networking sites and cyberbullying, which covers blocking, removing contacts from 'buddy' lists and sharing personal data.
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.
- Does not permit the use of mobile phones in lessons, the dining hall, or where they may cause annoyance to others.
- Does not permit the use of cameras on mobile phones in any washing or changing areas at any times

8.4.1 Use of recording devices by staff and parents

Staff should only use mobile phones or other recording devices to take photographs or video recordings of pupils when this is required for clear work purposes. This should be carefully planned and with the agreement of the pupils and parents/guardians. Staff should inform the Director of the course when such work is necessary. Arrangements for access, retention and storage, or destruction of photographs or videos need to be specified. It is not appropriate to use personal mobile phones to record images.

The use of recording equipment by parents during public performances is strictly forbidden. Any parental photographs or video recordings taken of their children at

other school events should not be placed on social networking sites as they are for personal use only. Parents should be prepared to identify themselves, if requested, and state their purpose for photography or filming.

8.5 Help near at hand

- Our pastoral and tutor systems give pupils frequent access to staff in a pastoral role, enabling all pupils to be well known to their tutors and housemistress/masters.
- We have put in place many methods by which pupils can seek support if they have a bullying concern as described in this policy.
- Pastoral staff are always on duty at times when pupils are not in lessons and are readily available.
- Staff are trained to be alert to inappropriate language or behaviour and how to respond to bullying. Pastoral and senior management meetings always include a discussion of any pupil concerns as a standing agenda item.
- Weekly Prefect meetings always begin with any pupil concerns and cover the importance of offering support and assistance to younger and/or vulnerable pupils.

9. Complaints procedure

If the target or his or her parents are not satisfied with the action taken they should be advised to make a formal complaint according to the school's Complaints policy which is available on the Parent Portal, on the school's website and from the school upon request.

10. Legislation

In formulating this policy, which is reviewed annually and updated as necessary, Tring Park School has regard to the DfE guidance Preventing and Tackling Bullying July 2017, The Educational (Independent School Standard) (England) regulations 2010 (revised 2019), The Equality Act 2010, National Minimum Standards for Boarding 2015, the Children Act 1989, Cyberbullying: Advice for headteachers and school staff DfE November 2014, *Prevent* duty guidance 2015, Keeping Children Safe in Education 2023, and Sharing nudes and semi-nudes: advice for education settings in working with children and young people UKCIS 2021.