



Name of Policy:	Anti-Bullying For the whole school including EYFS
GHS Policy Number:	9b
ISI Regulation:	Quality of Education Provided (Part 1) Welfare, Health and Safety of Pupils (Part 3) Provision of Information (Part 6) Manner in which complaints are handled (Part 7)
Linked Policies:	Behaviour (including Rewards and Sanctions), Exclusions Behaviour and Safety in the Loos Complaints Equal Opportunities Safeguarding (including Restraint) Equal Opportunities Induction Learning Support Life and Culture (PSHE) Online Safety (<i>including pupils' use of ICT, electronic devices and social media</i>)
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Date of review:	July 2026
Date of next review:	July 2027

Anti-Bullying

At Garden House we believe that every child should be able to learn in a school environment that is free from bullying of any kind and in which they feel safe and supported.

Aims and Objectives

Our community is based upon kindness, respect, good manners and fair play. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop his/her full potential. We expect our pupils to treat members of staff with courtesy and co-operation so that they can learn in a relaxed but orderly atmosphere. All pupils should care for and support each other.

Garden House School prides itself on fostering mutual respect and tolerance across the community and at all times, bullying at the school is prevented in so far as reasonably practicable. Ours is a diverse community, with pupils from a variety of cultural, religious and ethnic backgrounds and some pupils require additional support and help. Parents/guardians have an important role in supporting Garden House School in maintaining high standards of behaviour. It is essential that school and homes have consistent expectations of behaviour and that they co-operate with each other. In accepting a place at Garden House School, parents commit themselves to supporting this policy.

Bullying, harassment, victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect this behaviour to be reciprocated. Any kind of bullying is unacceptable. We will apply the sanctions described in our Behaviour Policy (see also ***Exclusions***) for behaviour that constitutes bullying or harassment of any kind.

Definition of bullying

Bullying is behaviour by an individual or group, repeated over time, which intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms, it may occur directly or through cyber bullying (social websites, mobile phones, text messages, photographs and email) and is often motivated by prejudice or actual or perceived difference.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Not all incidents of unkindness, disagreement or friendship difficulties constitute bullying. Children may occasionally fall out with friends, disagree, or behave in an unkind manner. Whilst these behaviours are unacceptable and will be addressed by staff, they do not necessarily meet the school's definition of bullying.

All concerns raised by pupils or parents will be taken seriously and investigated appropriately.

Signs of Bullying

We try to intercept bullying incidents by watching out for changes in behaviour that may indicate that a pupil is being bullied. These include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Psychological damage and diminished levels of self confidence
- Frequent visits to the office first aiders with symptoms such as stomach pains or headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiencing nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers. The school systematically analyses attendance and absence data to identify pupil or cohorts whose patterns of absence may indicate they are victims of bullying. This data is used to target preventative support and early intervention.

Preventative Measures

The DSL is the anti-bullying lead at Garden House School. Their responsibility is to train staff, implement the whole school anti-bullying strategy and monitor incidents and trends. The culture at Garden House is and must remain one that fosters kindness, mutual respect, good manners and fair play. If such a culture is strong, then bullying should be prevented. However, in order to ensure that it is, in so far as is reasonably practicable, we take the following specific preventative measures:

- We use appropriate assemblies to explain the school policy on bullying.
- Our PSHE (Life and Culture) programme is structured to give pupils an awareness of their social and moral responsibilities. The programme is structured to enforce the message about community involvement and taking care of each other. It tells pupils whom they should inform if they are being bullied, or are worried that another pupil is being bullied.
- Other lessons, particularly RE, 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.
- Lessons and assemblies promote discussion of differences between people and the importance of avoiding prejudice-based language.
- All our pupils are encouraged to tell a member of the teaching or pastoral staff at once if they know that bullying is taking place. Pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. Every member

of staff is trained on how to respond to such allegations as part of their induction training.

- Our Kindness Code and class rules aim to encourage a pattern of behaviour that prevents bullying and celebrates kindness.
 - Modelling of respectful behaviour by teachers.
 - Frequent communication between staff members through weekly meetings, 'pupil concerns' emails and discussions amongst the SLT.
 - Reporting and recording incidents and investigating them at once. We always monitor reported incidents to enable patterns to be identified and to evaluate the effectiveness of the approach adopted.
 - All staff support the pastoral needs of our pupils and handle incidents as an immediate priority if they occur. They are also alert to the signs of bullying outlined in this policy.
 - Our designated School Listeners and trained ELSA teachers offer additional pastoral support. They are available to give advice and listening support to pupils when they have social, emotional or behavioural concerns. Class teachers may also refer a pupil to the in-school child psychotherapist in consultation with the Assistant Head (Pastoral).
 - Staff are always on duty at times when pupils are not in class or during breaks held in their classrooms, ensuring that kind and considerate behaviour is observed at all times. They are alert to inappropriate language or behaviour.
 - We offer advice on where pupils can seek help through assemblies and the Life and Culture curriculum, including details of confidential help lines and web sites connecting to external specialists, such as Childline.
 - The school regularly reviews its library and classroom resources to ensure they actively promote fundamental British values of mutual respect and tolerance and do not contain material that encourages prejudice or bullying.
- The school seeks regular feedback from pupils regarding their sense of safety and wellbeing through discussions, pastoral monitoring, pupil voice activities and other age-appropriate methods. This information is used to inform preventative strategies and identify emerging concerns.

We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our pupils. We welcome feedback from parents and guardians on the effectiveness of our preventative measures.

All staff are trained to ensure the principles of this policy are understood and to recognise, prevent and deal with bullying. Key staff receive additional training as appropriate.

Cyberbullying

'Cyber-bullying', is defined by Childnet International as: *the sending or posting of harmful or cruel text or images using the internet or other digital communication devices, email, web-based chat rooms and social networking sites.*

And by the DFE as: *an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself.*

We consider online safety as part of our safeguarding and anti-bullying arrangements. Whilst we manage hardware, software and connectivity at school, the use of technology beyond school is also taken into consideration in this policy. We provide children with guidance on the use of technology beyond the classroom. Teachers, pupils and parents all have a part to play in this.

Cyberbullying – Preventative Measures

Garden House School:

- Monitors use of the Internet and may impose sanctions for the misuse, or attempted misuse of the Internet. All e-communications used on the school site can be monitored and restricted where necessary or if an incident is suspected.
- Teaches children safe Internet etiquette and correct and appropriate use of email both at school and beyond, during Computing and Life and Culture (PSHE) lessons. This includes age-appropriate information about grooming, sexting, internet sites containing violent or adult content, and sharing personal information/photographs.
- Asks KS2 children and parents to sign an internet charter, which is a set of rules to live by online. This includes not signing up to any age restricted social media sites if they are underage.
- Helps to support parents at home by informing them of online Internet dangers, including cyber-bullying and informing them of the sources of help and guidance on the Childnet website.
- Gives regular talks to parents on E-Safety. We provide contact details for the UK Safer Internet Centre and Common Sense Media.
- Issues all pupils in MSI and above with their own personal school email address. (Access to external email sites such as 'Hotmail' etc. is not allowed.)
- Bans the use of social networking and other chat enabled sites in school.
- Uses Internet filters to prevent unacceptable websites (see Online Safety policy).
- Offers guidance in keeping passwords safe and the use of strong passwords.
- Bans mobile phones or personal iPad style tablets for pupils in school (although children may use school-issued tablet devices in class).
- Ensures that children are supervised when using computers.
- Trains staff in online safety and raises awareness of latest trends/apps through INSETS and weekly staff meetings.
- Manages data in line with statutory requirements
- Tells children not to respond to abusive e-mails and to report them to a member of staff.
- Expects staff usage of technology to abide by the rules set out in the staff code of conduct.

Discrimination and prejudice-based bullying

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to discriminatory language or behaviour, including racism, sexism, homophobia, biphobia or transphobia. Discrimination and prejudice-based bullying is any type of bullying based on protected characteristics such as:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex

- Sexual orientation

Discrimination and prejudice-based bullying – Preventative Measures

- At Garden House we aim to create a school culture that promotes the feeling of safety
- We celebrate difference
- We use language of diversity
- We create an inclusive environment for our students
- All staff and students feel empowered
- We ensure pupils are made aware of the specific protected characteristics set out in the Equality Act 2010 to foster an environment of informed respect and to prevent discriminatory language or behaviour.

Procedures for Dealing with Alleged Bullying (including Cyberbullying, Discrimination and Prejudice-Based Bullying)

1. Reporting Alleged Bullying

- Pupils are encouraged to report alleged bullying incidents to any member of staff or to their parents.
- Parents are encouraged to report alleged bullying incidents to their child's class teacher or Designated Safeguarding Lead.
- All reports of alleged bullying will be taken seriously and treated sensitively and confidentially.
- The member of staff to whom the incident is reported, or who first becomes aware of the situation, will take immediate steps to ensure the safety and wellbeing of the pupils involved. This includes incidents involving cyberbullying or behaviour occurring outside school where it impacts a pupil's welfare or school life.
- The member of staff will complete a CPOMS record, which will immediately alert the DSL and relevant Headteacher.
- The incident will initially be recorded on CPOMS as '**alleged bullying**' until an investigation has been completed and a determination made.
- The Head and DSL will be informed of all alleged bullying incidents.
- Parents of all parties involved will be informed promptly and invited to discuss the matter separately where appropriate. Staff will only discuss information relating to their own child.
- The class teacher, supported by the DSL and senior leaders as appropriate, will help coordinate communication and support for the pupils involved.
- Any complaint regarding the school's handling of an alleged bullying incident will be dealt with in accordance with the school's Complaints Policy.

2. Investigating, Recording and Monitoring Alleged Bullying

- The class teacher, pastoral lead or another appropriate member of staff will discuss the concerns with the pupils involved.
- The alleged victim will be interviewed individually and given the opportunity to describe events and express their feelings verbally, in writing, through drawing, or by another appropriate means.
- The alleged bully, together with any other pupils involved, will be interviewed individually and asked to provide their account of events.
- All relevant members of staff will be informed as appropriate.
- Following an investigation, the DSL and relevant senior staff will determine whether the incident meets the school's definition of bullying, peer-on-peer abuse, prejudice-based bullying, or another form of unacceptable behaviour.
- The DSL will explain the range of disciplinary measures that may be applied in accordance with the Behaviour Policy.
- The alleged bully will be supported to understand the impact of their behaviour and encouraged to identify positive ways of changing it. Older pupils may be asked to reflect on their actions in writing and identify strategies for future improvement.
- The victim will be offered appropriate pastoral support. This may include meetings with the school counsellor, a school listener, increased monitoring, friendship support, or other interventions as appropriate.
- A range of responses may be considered depending on the nature and severity of the incident. These may include restorative approaches, solution-focused work, behaviour support plans, individual or small-group pastoral work, counselling or referral to external agencies where appropriate.
- A way forward, including support strategies, monitoring arrangements and, where necessary, disciplinary sanctions, will be agreed. This will recognise that support may be required for both the pupil experiencing bullying and the pupil displaying bullying behaviour.
- Sanctions will reflect the seriousness of the incident and convey a deterrent effect. Strong sanctions, including suspension or exclusion, may be necessary in cases of severe or persistent bullying. See the Behaviour Policy.
- Where appropriate and with the agreement of all parties, a restorative meeting may be facilitated under close staff supervision to help repair relationships and prevent recurrence.
- The class teacher will play a key role in monitoring the situation and supporting all pupils involved. Specialist teachers will pass on any relevant information or incidents to the class teacher to collate.

- Follow-up reviews will be recorded on CPOMS after approximately one week, two weeks and four weeks. These reviews will help ensure that the situation has been resolved, that pupils feel safe and supported, and that any further action is identified promptly.
- Parents of the pupils involved will be updated regarding progress and outcomes as appropriate.
- If concerns continue, the matter will be reviewed by the DSL and senior leaders and further meetings with parents will be arranged. The Head will be kept informed.
- The victim and the pupil displaying bullying behaviour will be supported through ongoing monitoring by the class teacher and other relevant members of staff.
- A bullying incident will be treated as a safeguarding concern where there is reason to believe that a child is suffering, or is likely to suffer, significant harm. At every stage, staff will consider whether the incident constitutes peer-on-peer abuse or requires action under the Safeguarding and Child Protection Policy.
- In very serious or persistent cases, it may be necessary to involve external agencies, including Children's Services or the Police. Such referrals will be made where safeguarding concerns, criminal behaviour or significant harm are identified.
- All alleged bullying incidents, investigations, outcomes, support measures and sanctions will be recorded on CPOMS. The DSL will review bullying data regularly to identify trends relating to year groups, locations, protected characteristics and recurring concerns, and will use this information to inform staff training and preventative strategies. These records will be used to identify patterns, monitor trends and inform preventative work across the school.

Staff Training

All staff receive in depth anti-bullying training (including online risks and reporting) from the DSL each September at the start of the academic year. This training is then supplemented throughout the year through snapshot case studies in staff meetings and further training as required.