



## Tormead Family

# Anti-Bullying Policy

### Contents

1.	Introduction.....	2
2.	References.....	2
3.	Other Policies .....	2
4.	Definition.....	2
5.	Indicators.....	3
6.	Prevention .....	4
7.	Culture & Ethos .....	4
8.	Education & Awareness .....	5
9.	E-Safety & Acceptable Use of IT .....	6
10.	Feedback.....	6
11.	Role of Parents.....	6
12.	Reporting .....	7
13.	Pupils.....	7
14.	Staff.....	7
15.	Parents.....	8
16.	Investigation .....	9
17.	Recording .....	9
18.	Sanctions.....	10
19.	Criminal Law .....	10
20.	Monitoring .....	10
	Appendix 1: Further Sources of Information .....	11

Tormead Limited (“Tormead”) includes two schools:

- Tormead School, which includes the Prep and Senior Schools
- Rydes Hill, which includes the Nursery and Pre Prep

## **1. Introduction**

Tormead is committed to providing a safe and secure environment which enables each girl to learn and thrive in a relaxed and supportive atmosphere. Thus, bullying of any kind is unacceptable at our school.

We are committed to preventing bullying as far as reasonably practical, and to promoting a positive culture which encourages positive behaviour where the pupils feel free of the fear of bullying. In the rare instances where it should occur, we want the pupils to feel confident about sharing any concerns which they may have about their own well-being or that of others, safe in the knowledge that they will be listened to and the matter investigated and dealt with appropriately.

## **2. References**

This policy has been developed in accordance with principles established by the non-statutory DfE advice document *Preventing And Tackling Bullying In Schools* (DfE 2017); *Cyberbullying: Advice For Headteachers And School Staff* (DfE 2014); and *Advice For Parents And Carers On Cyberbullying* (DfE 2014); *Character Education Framework Guidance* (DfE 2019)

## **3. Other Policies**

This policy should be read in conjunction with the:

- Accessibility Policy
- Behaviour Policy
- English as an Additional Language (EAL) Policy
- Equal Opportunities Policy
- Pupils’ E-Safety and Acceptable Use of IT Policy
- Pupils’ Code of Conduct
- Data Protection Policy
- Staff E-Safety and Acceptable Use of IT Policy
- Safeguarding Policy
- Special Educational Needs and Disability (SEND) Policy
- Exclusions and Dismissals Policy

## **4. Definition**

Bullying is any conscious behaviour, usually repeated or sustained over time, which is intended to cause hurt either physically or emotionally, is often motivated by prejudice, and is an abuse of power by those who carry it out. It normally relies on observers and onlookers either doing nothing to stop the bullying or becoming actively involved in supporting it, defined as passive bullying. Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils other descriptions of bullying. It is important to note the distinction between bullying, as defined above, and conflict, where pupils may have arguments or say hurtful things as a result of an isolated friendship issue.

Bullying is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, sexual orientation, gender, homophobia, special educational needs and disability, or because a child is adopted, or is a carer. Torment takes bullying on the basis of protected characteristics particularly seriously.

Although bullying can take many forms, it can broadly be categorised as either physical or non-physical bullying. Physical bullying may involve actions such as hitting, pushing or damaging/ hiding possessions. Non-physical bullying can be direct or indirect. Direct non-physical bullying may involve name-calling, threats or teasing. Indirect non-physical bullying may involve exclusion; ignoring; graffiti; spreading false rumours; and ruining friendships. Indirect non-physical bullying has been found to cause the most damage in terms of mental health and yet is often the hardest to recognise and respond to.

Cyberbullying is bullying that takes place using technology: for example, on social media sites, through a mobile phone, using text messages, photographs, email, or via gaming sites. Its effects can be devastating. By its very nature, cyberbullying tends to involve a number of online bystanders and can quickly spiral out of control. Children and young people who bully others online do not need to be physically stronger and their methods can often be hidden and subtle. Bystanders can easily become perpetrators themselves, by passing on or showing to others images designed to humiliate. It should be recognised that some cyber bullying can be unintentional or at least carried out with little awareness of the consequences. Determining appropriate sanctions will then require sensitivity to the impact of the person being bullied as well as any misunderstanding or thoughtlessness on the part of the cyber bully.

Cyberbullying can also involve adults, with some teachers having become victims of internet messaging which undermines or ridicules them. It is unacceptable for pupils, parents and colleagues to denigrate and bully school staff via social media, in the same way that it is unacceptable to do so face to face.

Bullying may cause serious emotional and/or physical harm to its victims and may cause severe psychological damage. In the most extreme circumstances, it can even lead to suicide. In some instances, it may also be treated as a criminal offence under the laws concerning harassment and threatening behaviour.

All staff should recognise that bullying can be a form of child on child abuse. Any case of child on child abuse should be discussed with the DSL. Furthermore, low-level disruption and the use of offensive language can in itself contribute to bullying and have a significant impact on its target. It should not be left unchallenged or dismissed as 'banter' or 'horseplay'. Early intervention is necessary to set a clear expectation of which behaviour is and isn't acceptable. Downplaying certain behaviours can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst-case scenarios, a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.

## **5. Indicators**

Common signs that a pupil is being bullied may include that she:

- Is reluctant to attend school or connect to remote lessons during school closure due to COVID-19.
- Is unwilling to walk to school/ travel on bus.
- Develops a pattern of minor illnesses/ feels ill in the mornings.

- Has property or money which is lost or damaged.
- Becomes withdrawn and anxious or loses confidence.
- Becomes aggressive or disruptive.
- Cries herself to sleep or has nightmares/ difficulty sleeping.
- Begins to do poorly in school work.
- Does not want to go to school and/or avoids meeting friends and schoolmates.
- Avoids formerly enjoyable social situations.
- Stops eating.
- Gives improbable excuses.
- Is frightened to say what is wrong.

Common signs that a pupil is being cyberbullied may include that she:

- Becomes upset after using the internet or her mobile phone.
- Is unwilling to talk or secretive about her online activities and mobile phone use.
- Spends much more or much less time texting, gaming or using social media.
- Has many new phone numbers, texts or e-mail addresses showing up on her mobile phone, laptop or tablet.
- Seems withdrawn, upset or outraged after texting or being online.

Staff are aware that children with special educational needs and disabilities (SEND) can face additional challenges and may be particularly vulnerable to bullying and abuse. They are alive to the possibilities that:

- They may have an impaired capacity to resist or avoid bullying and abuse.
- There might be an assumption without further exploration that indicators of possible bullying and abuse such as behaviour, mood and injury relate to the child's disability;
- Children with SEND might be disproportionately impacted upon by behaviours such as bullying and abuse, without outwardly showing any signs; and
- They may have speech, language and communication needs which may make it difficult to tell others what is happening. Furthermore, they may have additional needs which mean they are not aware that they are being bullied.

## **6. Prevention**

At Tormead we employ a number of strategies to minimise the risk of bullying, firmly believing education to be the best means of preventing bullying incidents.

## **7. Culture & Ethos**

Our first value, 'We treat everyone with respect and dignity' firmly underpins our ethos and sets the standard for expected behaviour at Tormead. Fundamental British Values also inform our Behaviour Policy and Code of Conduct, which make specific our expectation that pupils will behave in a respectful and considerate manner towards staff and their peers at all times. In Prep School, there is strong emphasis to 'Be Kind' in all aspects of everyday interaction (speech, thought and action). The 'Walk to Talk' initiative encourages pupils to speak to a trusted friend or adult if they have a problem. Through consistent implementation of the Behaviour and Anti-Bullying Policies, Tormead staff demonstrate their commitment to preventing and dealing with any inappropriate behaviour; they also model respectful relationships in their interactions with the pupils and one another, as do the older members of the pupil body. Through whole-school and year group assemblies, we

celebrate the pupil's achievements in all fields, creating a culture of appreciation and openness. Peer Mentoring, the House system and the Year 7 & 9 Aunts and Nieces programme allow the pupil the opportunity to support each other across year groups. We also encourage pupils to mix regularly within their year groups by reorganising their forms at the end of Years 8, and their teaching sets each academic year. Staff change seating plans every half term so that pupils have the opportunity to meet a wide range of others in the year group.

## **8. Education & Awareness**

Throughout school, all staff are clear on the importance of discipline and good behaviour and the necessity to uphold high standards. In EYFS, pupils are introduced to the behaviours and impact of bullying through storytelling. From Year 1 to Year 9, pupils are taught about different aspects of bullying in Form Time, PSHE and IT lessons and sometimes through content in Drama and English lessons, depending on the texts covered. In these and other contexts, they are given opportunities to discuss differences between people and the importance of avoiding prejudice-based language. In Senior and Prep School, Childline and NSPCC posters are displayed around the school as well as posters advising what pupils should do if they are feeling worried or want to speak to someone. We promote consideration and respect towards others through PSHE, Hall of Fame of Kindness (each half term), weekly Sparkly Jar nominations in Prep, active celebration of kindness with our "Good Egg" merit and the Bee's Knees award in Sixth Form. SMT, Deputy Head (Pastoral), Form Tutors and Heads of Year in Senior School and the Deputy Head and Form teachers in Prep School use form time and/ or assemblies as they deem necessary to reinforce a strong anti-bullying message and through active promotion of Anti-Bullying Week (annual, November).

Pupils are taught to understand the part they might play in bullying, including through being a bystander. They are also taught how to deal with bullying if it should occur, by reporting it immediately to a trusted adult. Our reinforcement of Fundamental British Values through the curriculum, extra-curriculum and ethos of the school also places the emphasis firmly on the role of democracy in our society and the need to be tolerant of those different from ourselves. In Prep School from Year 2 upwards, we share and discuss the anti-bullying policy. The pupils are encouraged to look out for each other and report any concerns they might have to a member of staff, encouraged by the 'Walk to Talk' initiative and chatterboxes. A similarly open dialogue is also encouraged in Tormead parents, whose good relationships with Form Tutors and Heads of Year in Senior School and Deputy Head and Form Teachers in Prep School make communication strong and reporting of concerns easy.

Pupils are taught to use the internet safely and responsibly through IT and PSHE lessons and also through visits from an e-safety expert who visits the school every two years, addressing pupils from Year 3 upwards. Pupils in Year 3 and above are required to sign and agree to the appropriate (Prep or Senior) Pupils' E-Safety and Acceptable Use of IT Policy within school. Pupils in Year 5 also benefit from having supervised iPads which restrict the content they can access via the School network. The School's Smoothwall/Sophos internet filter restricts access to websites with inappropriate content (abuse, adult content, bullying, criminal activity, radicalisation, substance abuse, suicide) and attempts by pupils to access these are monitored via a weekly report, which enables any searches of concern to be followed up by the E-safety Coordinator and then, if necessary, Heads of Year. The E-safety Coordinator also has access to "bad-language" emails that are directed to a separate inbox rather than the intended recipient. Further details of e-safety provision can be found in the Pupils' E-Safety and Acceptable Use of IT Policies (both Prep and Senior versions) which are also updated regularly as appropriate.

It is important that all staff are aware of what to look for in identifying incidents of bullying and to this end, they are regularly updated regarding e-safety and IT usage, given training about bullying (which can include outside speakers) and kept up-to-date with any changes in school policy and procedures. Form tutors/form teachers in Prep School are encouraged to adopt the investigative process outlined below in dealing with any conflicts between pupils in their care (whether deemed bullying or otherwise), under the guidance of their Head of Year and Deputy Head in Prep School, and to direct pupils affected to support either within School, outside it, or both.

The Senior Management Team will ensure that policies and procedures are in line with best practice. In particular, they will ensure that all staff receive suitable training and development to carry out their e-safety responsibilities. An annual review of e-safety and network provision is undertaken by the Network Manager, E-safety Coordinator, Deputy Head: Pastoral.

## **9. E-Safety & Acceptable Use of IT**

Further information regarding online safety can be found in the School's E-safety and Acceptable use of IT policy aimed separately. There is also a staff Acceptable Use of IT policy. These cover the following aspects of policy:

- Roles and responsibilities for online safety and how this links with safeguarding strategy and policy.
- Clear guidance on the use of technology in the classroom and beyond for all users which references permissions/ restrictions and agreed sanctions.
- Mention of the technical provision and safeguards in place to filter and monitor inappropriate content and alert staff to safeguarding issues.
- How the school builds resilience in its pupils to protect themselves and their peers.
- Staff safeguarding professional development which includes online safety.
- Reporting mechanisms for all users to report issues and concerns.
- How the school informs, communicates with and educates parents in online safety.
- The management of personal data in line with statutory requirements.

## **10. Feedback**

A bullying questionnaire is sent to all pupils in the Senior School at least twice during a girl's seven-year career and the responses fed into our monitoring and review process. In Prep, a wellbeing survey in February gives feedback to the school on how the pupils feel about the school. These results are analysed and help the school to plan and resource its wellbeing strategy. Particular attention is given to the minority responses.

## **11. Role of Parents**

Parents are encouraged to read this policy and attend any Tormead Talks which pertain to this subject as well as iPad Information Evenings, as well as make use of resources on The Wellbeing Hub. In order to understand their daughter's use of the internet and social media, parents are recommended to read the e-safety information available from the Information Technology folder on the Parent Message Centre and to maintain an open dialogue with their daughters, as well as remind them that they can talk to an adult if they are being bullied and need support. It can be a good idea to set boundaries over internet use in the form of an agreed switch-off time or a mutually agreed 'contract' and to use any appropriate privacy settings or parental controls. Where appropriate, staff

will write to parents to alert them to any concerning trends, websites or apps and seek their help in discouraging their use.

## **12. Reporting**

The reporting of bullying (including cyber-bullying and bullying which takes place outside school) is a whole-school responsibility and anyone - pupil, member of staff or parent - who is concerned that bullying is taking place should report their concerns as soon as possible to an appropriate member of staff, for example the Form Tutor or Head of Year in the Senior School and Form Teacher or Deputy Head in the Prep School. Although it may be harder to deal with bullying off school premises, we still encourage the swift reporting of any anti-social behaviour occurring outside school and would investigate/ advise further action as appropriate.

## **13. Pupils**

A pupil who feels that she is being bullied should report it as soon as possible to a member of staff in whom she feels she can confide. Normally, this would be her Form Tutor, Head of Year or the Deputy Head (Pastoral) in the Senior School, and Form Teacher or Deputy Head in the Prep School, but she may feel more comfortable speaking to a subject teacher, school Health Care Lead, Pastoral Support Officer, counsellor, family member or friend. The most important thing is that she reports the situation. If she does not, then the bully may carry on with her behaviour and the pupil continue to suffer; others too may become further victims of the bully's behaviour. It is important that pupils are mindful of the fact that doing nothing is an example of passive bullying.

## **14. Staff**

Staff should notify the appropriate member of staff immediately if they have any concerns that any pupil is being bullied. In the Senior School, this is the Head of Year; in the Prep School, the Deputy Head. If a pupil has approached them with a disclosure of bullying, it is important that she is reassured that she has acted wisely in speaking out and informed that the matter will be taken seriously. If staff feel that there is reasonable cause to suspect that a child is in immediate danger or is suffering, or likely to suffer, significant harm, then they must treat this as a safeguarding issue and report it to the Designated Safeguarding Lead (DSL) immediately. The DSL will then assess whether the incident meets the threshold for reporting to external agencies and take action accordingly.

**The Designated Safeguarding Lead (DSL) with ultimate lead responsibility for Tormead School is:**

Miss Hannah Andrews, Designated Safeguarding Lead  
(external: 01483 575101; internal 215)  
DSL mobile contact 07508 916255

**The Deputy Designated Safeguarding Leads for Tormead School are:**

Mrs Heather Southwell, Deputy Head (Pastoral)  
(external: 01483 575101; internal 207)

Mrs Kim Flack, Head of Learning Support and Wellbeing (Prep)  
(also Designated Safeguarding Lead for Prep)  
(external: 01483 796073; internal 254)

Mrs Jemima Drayton, Head of EYFS  
(Also Designated Safeguarding Lead for EYFS)

(external: 01483 796073)

Mrs Lucy Burrell, Health Care Lead  
(external: 01483575101; internal 233)

Mr Assaf De Courcy Arbiser, Head of IT and E-Safety Coordinator  
(external: 01483 575101; internal 209)

Mr Tony Breslin, Deputy Head (Partnerships)  
(external: 01483575101; internal: 258)

Mrs Mary Price, Deputy Head (Academic)  
(external: 01483 575101; internal 211)

Mrs Kate Watson, Pastoral Support Officer  
(external: 01483 575101; internal 273)

Mrs Cindi Pretorius, Deputy Head (Prep)  
(external: 01483 796073, internal 254)

Mrs Noreen Shah, Head of Learning Support, SENCo (Senior)  
(external: 01483 575101)

Mrs Amelia Edwards, Head of Year 8 and Assistant Director of Sport  
(external: 01483 575101, internal 200)

**The Designated Safeguarding Lead (DSL) *with ultimate lead responsibility* for Rydes Hill is:**

Faye Messinger, Designated Safeguarding Lead  
Phone number: 01483 563160  
DSL mobile contact 07880 238717  
[fmessinger@rydeshill.org.uk](mailto:fmessinger@rydeshill.org.uk)

**The Deputy Designated Safeguarding Leads are:**

Aimee Chave - Designated Safeguarding Lead - EYFS  
Phone number: 01483 563160  
[AChave@rydeshill.org.uk](mailto:AChave@rydeshill.org.uk)

Emily Cross – Deputy Designated Safeguarding Lead  
Phone number: 01483 563160  
[ECross@rydeshill.org.uk](mailto:ECross@rydeshill.org.uk)

## **15. Parents**

Parents should notify the school immediately if they are concerned that their child, or any other pupil, is being bullied. They should report Senior School concerns to their daughter's Head of Year, Prep School concerns to the Deputy Head (Prep) and Rydes Hill concerns to one of the Safeguarding team. The member of staff notified will then take steps to deal with the matter in accordance with this policy.



## 16. Investigation

Although there is a whole-school responsibility for preventing and tackling bullying, an allegation of bullying would normally be investigated and dealt with by the relevant member of staff mentioned in section 15 above, with the support and input of Form Tutors and other staff as appropriate. If the Head of Year requires further support, both the Wellbeing Team and the Deputy Head (Pastoral) can assist. Severe or persistent bullying will be referred to the Deputy Head (Pastoral). The suggested stages are as follows:

- i. Interview with 'victim' to find out what has been happening, who is involved and how she is feeling. Open questions should be used. It is usual practice to ask the 'victim' to write down her perception of how she has been treated and is feeling (this could be presented to the 'bully/bullies' anonymously at first, with the 'victim's' permission). Collect any further evidence e.g. screenshots/ notes etc.
- ii. Interview with the alleged 'bully/bullies' where the 'victim's' position is presented. If a statement has been written, this could be read out. Their responses should be noted carefully and heard just as was done in the case of the 'victim'. Open questions should be used. An emphasis should be placed upon resolution rather than blame and sanction, with the 'bully/bullies' being asked to consider how to put things right.
- iii. A meeting between the 'victim' and the 'bully/bullies' under the supervision of the member of staff involved, the aim of which is to allow the pupils to give their side of events openly and fully and for the 'victim's' point of view to be understood and empathised with. An emphasis should be placed on the pupils expressing how they feel, with a way forward, initiated by the 'bully/ bullies' agreed. The 'victim' may well feel more comfortable with a friend in attendance.
- iv. After an agreed time, another meeting with all parties in which progress can be monitored. Reassurance and continuing support (counselling/ meetings with pastoral staff/ referring to CAMHS) should be provided for both the 'victim' and the 'bully/bullies'. A further meeting is also advised in the following half term to monitor and follow up further.
- v. Parents will be updated during the process, informed of progress and outcomes. It is important that Parents are kept updated, especially as key stake holders in supporting pupils. The parents of the pupil being bullied will be informed straight away. The parents of the pupil involved in bullying will be informed once it has been established, or a judgement has been made, that they are involved.
- vi. Staff dealing with such situations will also be supported and guided by their line manager.

## 17. Recording

Records of pertinent conversations will be written for each girl (both 'victim' and 'bully/ bullies') at every stage of the process. These will be saved on the school Child Protection Online Management System (CPOMS) and categorised appropriately. This will be kept for the duration of her school career and beyond, in accordance with the process outlined in the Processing, Retention and Storage of Data Policy.

After each case, an entry will be made in either the Prep or Senior School's central log of bullying incidents (by the Deputy Head (Pastoral) in the Senior School or the Deputy Head of the Prep School); each individual case will then be reviewed and the approach taken evaluated, with our practice adapted accordingly as appropriate. It should be noted that cases of bullying are rare at Tormead; nevertheless, the Safeguarding Governor, in conjunction with the Deputy Head (Pastoral), reviews bullying incidents termly with a view to identifying any patterns or trends.

Annual handover meetings in both the Prep and Senior School allow details of friendship issues and bullying incidents to be shared between outgoing and incoming pastoral staff.

## **18. Sanctions**

We emphasise mediation and pupil-driven resolutions to any such incidents and have found this approach to be effective in the vast majority of cases. However, in the event that this approach is unsuccessful, a sanction may be imposed, at the judgement of the Deputy Head (Pastoral), the Deputy Head of Prep School and the Safeguarding team at Rydes Hill. This might be applied to all those involved in the bullying, including those found guilty of 'passive' bullying and will reflect the seriousness of the incident and convey a deterrent effect. Cases of severe and/or persistent bullying may result in suspension or the pupil(s) involved being permanently excluded. If a pupil who has reported bullying is found to have willfully wrongly accused another, disciplinary sanctions in accordance with the School's Behaviour Policy and counselling may be appropriate.

Advice may be sought from appropriate agencies e.g. Kidscape, Anti-Bullying Alliance, Police.

## **19. Criminal Law**

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some forms of bullying behaviour are illegal. These include: violence or assault, theft, harassment or intimidation over a period of time (e.g. name-calling, threats and abusive phone calls, emails or text messages, App based communications) and hate crimes. Some cyber-bullying activities could also be criminal offences under a range of different laws including the *Malicious Communications Act 1988* and the *Protection from Harassment Act 1997*. If school staff feel that an offence may have been committed, they should seek assistance from the police. In certain cases, the school reserve the right to consult with the Police Liaison Officer and, in cases of suspected Child-on-Child abuse, C-SPA.

## **20. Monitoring**

The progress of all the pupils involved will continue to be monitored in accordance with the investigative steps set out above. However, pastoral staff will continue to be alive to the possibility of further development and are advised to monitor informally by, for example, informally questioning the pupils at a later date as part of the follow-up process to ensure that the situation remains resolved. Pastoral staff will share any incidents in their annual handover meetings during the Summer Term.



## Appendix 1: Further Sources of Information and Contact

<https://www.kidscape.org.uk/>

<http://diana-award.org.uk/>

<http://www.anti-bullyingalliance.org.uk/>

<https://www.childline.org.uk/Pages/Home.aspx>

<http://www.nspcc.org.uk/>

<http://www.youngminds.org.uk/>

<http://www.familylives.org.uk/>

Tormead also engage with Surrey Police Youth Engagement Officers when appropriate for no-names advice and consultation.