



SURBITON

HIGH SCHOOL

Anti-Bullying

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Aims and Ethos

Surbiton High School aims to **inspire, encourage and empower** our young people to discover and embrace their individuality in an intellectually rigorous academic environment. Balanced with outstanding pastoral care, our students become compassionate, respectful, courageous, and inquisitive members of the community, living out the School's motto: *Amor nos semper ducat* (May love always lead us).

Our Values

We are compassionate:

We are kind and we care, in both thought and action. We consider those less fortunate and strive to support and offer aid. We are mindful of the gentle power of positive actions. We support and encourage those around us.

We are respectful:

We respect all people equally. We respect ourselves, our learning, our community, our environment, and the planet we all share. We strive to act with respect and integrity in all things. When we disagree, we do so respectfully.

We are courageous:

When challenged by our fears we are determined, not deterred. We call on resilience for strength when in the heat of the struggle. We bravely chase our dreams and fight for what we believe. When we fall, we pick ourselves up and forge forward.

We are inquisitive:

We understand that a thoughtful question is the key to unlock understanding. We believe where answers provide ends, questions pose exciting beginnings. We are eager to explore, we question to discover, we are curious to learn more of the world at large.

We are a community:

We are united - with a common focus. We value belonging to a wider community: our school community, our local community, our global community. We are inclusive of all, no matter our differences. We value and nurture the connections we form.

We achieve these aims through our *Charter for Happiness and Well-being*. Our pupils:

- **are inspired to deploy their highest strengths to tackle all situations**, developing a growth mind-set and a can-do attitude, equipped with the tools to maximise their positive emotions
- **are encouraged to find their niche**, to be fully engaged in educational activities and to meet the highest challenges that come their way
- **are coached and encouraged to develop strong relationships**, to be empathetic and responsive to the needs of themselves and others
- **are empowered to lead a meaningful life**, to be able to understand what their goals are and to know what they are striving for
- **are empowered to draw strength from celebrating their accomplishments**, in order to tackle new challenges

We achieve these aims through our inculcation of *Learning Habits*. Our children:

- **are inspired in their thinking**, to ask questions, to make connections, to imagine possibilities, to reason methodically and to capitalise on their resources



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- **are encouraged to be emotionally invested in their learning**, persevering in the face of difficulties, noticing subtle differences and patterns, managing their distractions, and becoming absorbed in their learning
- **are empowered to be fully involved in their learning**, growing in interdependence, collaborating effectively, listening empathetically to others, and imitating their learning habits
- **are inspired, encouraged, and empowered to be productive**, planning their learning in advance, revising and reviewing their progress, distilling important information, and developing their own meta-learning

United Learning and the United Church Schools' Trust

Surbiton High School is part of *United Learning* and the *United Church Schools' Trust*. The School has an Anglican foundation, valuing its Christian heritage whilst welcoming staff and children from all faiths and none. We share with United Learning its core mission statement "to bring out the best in everyone". We are committed to the aims of United Learning, including its *Framework for Excellence*, which can be found at: www.unitedlearning.org.uk

Policy Statement

In line with Surbiton High School's aims and ethos, we believe that all members of the community have the right to thrive in a happy, supportive, caring and secure environment without the fear of being bullied. The aim of this policy is to help members of the School community deal with bullying when it occurs and, even more importantly, to prevent it. All members of the School community have an understanding of what bullying is and are familiar with the School's policy and procedures on bullying. The policy has regard to relevant legislation and government guidance.

Bullying is an anti-social behaviour; it is repeated over time and intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups. It is unacceptable and will not be tolerated at Surbiton High School. We are committed to ensuring that all staff and pupils know this and that there is a culture established which says just that.

Everyone in the School community has a responsibility to report any incident of bullying that comes to their attention and these reports are taken seriously.

This document is reviewed annually by Matthew Close, Senior Vice-Principal, or as events or legislation change requires, and in addition is subsequently checked and monitored by the School's Compliance Officer. It is then sent to LGB Members so that they can familiarise themselves with it, discuss it and monitor its implementation going forwards. The next scheduled date for review is December 2025.

The Senior Vice-Principal keeps a central log of all complaints and incidents of bullying and records the way they have been dealt with. This log is reviewed regularly by the SLT so that any patterns can be quickly identified, and appropriate interventions made.

Surbiton High School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This policy has regard to relevant legislation and government guidance.

Surbiton High School is fully committed to ensuring that the application of this Anti-Bullying policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the School's Equal Opportunity policy document.



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In line with our Provision of Information policy, this document is available to all interested parties on our website and MIS, and in hard copy on request from the Principal's office, and should be read in conjunction with the following documents:

- Behaviour and Discipline
- Equal Opportunities
- Supervision of Pupils on the School Site
- PSHE Schemes of work
- United Learning Guidelines for Professional Conduct
- Exclusions, Expulsion, Removal and Review
- Child Protection (Safeguarding) Policy
- Mobile Digital Devices
- Child-on-child abuse
- Agreement for Acceptable Use of Digital Resources and Communication

This policy applies to all members of our School community, including those in our EYFS setting.

Furthermore, we aim to provide a practical and coherent framework to establish an environment where bullying is discouraged and deal sensitively and effectively with any incidents of bullying which may occur, ensuring all pupils feel safe to learn.

Surbiton High School aims to work in partnership with parents, to encourage every pupil to act with integrity, responsibility and concern for others. We also wish to promote mutual understanding and respect for others whilst giving each pupil the confidence and independence of mind to enjoy a fulfilling and successful life. Surbiton High School is a community which does not tolerate bullying, and which will take positive action against bullying. We understand that bullying is a serious issue and can cause lasting psychological damage and drive young people to desperate measures.

Defining bullying and anti-social behaviour

At Surbiton High School bullying is defined as repeated over time (but does not preclude action being taken for single incidents) and intentionally hurting another pupil or group physically or emotionally and often is motivated by prejudice against particular groups; for example, on grounds of race, religion, culture, sex, gender, homophobia, transphobia, special educational needs and disability, or because a child is adopted or is a carer. Bullying may be a significant factor in causing severe psychological distress and damage.

Surbiton High School distinguishes friendship issues from bullying as defined above. Where friendship issues are not deemed to have met the threshold to be classed as bullying, these will be dealt with in accordance to the School's Behaviour Policy. A formal complaint of bullying made in writing to the Principal, in accordance with the Complaints Policy, will be treated as a formal incident.

Bullying can take many different forms, which include:

Physical bullying should not be seen merely in terms of a pupil being physically threatened or assaulted. It can include damage done to the victim's property, clothing or schoolwork.

Verbal bullying includes name calling, sarcasm and persistent teasing.



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Emotional bullying is when someone is tormented, ridiculed, or humiliated. Often the person who engages in this form of bullying does not consider it to be bullying but refers to it as a “joke”. If this victim does not find teasing or taunting funny, then it is not a joke.

Indirect bullying involves spreading unpleasant stories about someone, excluding them from a social group or spreading nasty, malicious stories about them.

Racist, Religious, Cultural, Sexist, Homophobic or Transphobic bullying is when a pupil is targeted for representing a group; it is likely to hurt not only the victim but also other people in the same group; similarly, pupils who are targeted because they have a disability or a Special Educational Need, have been adopted or act as carers for a member of their family.

Sexual bullying is characterised by unwelcome remarks about appearance, inappropriate (and uninvited) touching and sexual innuendos and propositions. It can also be related to sexual orientation.

Cyber bullying is when one person or a group of people aim to threaten, tease or embarrass someone else by using a mobile phone, the internet or other technologies, such as social websites, text messages, photographs or email

Bullying may occur directly or through cyber technology (social websites, mobile phones, text messages, photographs and e-mail) and prejudice-based bullying because of protected characteristics. We distinguish in our records any incidents of bullying which are based on protected characteristics, which enables us to monitor our success in meeting other standards such as instilling values of tolerance and respect and actively promoting the well-being of pupils. These incidents are taken particularly seriously.

Pupils who use the internet in ways that cause harm to others and bring the name of the School into disrepute may be subject to disciplinary sanctions even if the behaviour takes place off School premises, and even if the pupils are over 18.

The seriousness of bullying cannot be emphasised enough. Bullying makes the life of a victim a misery; it undermines confidence and self-esteem and destroys their sense of security. Bullying can impact on a victim’s attendance and attainment at School, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people’s lives. At worst bullying has been a factor in pupil suicide and causing psychological damage. The School will implement disciplinary sanctions that reflect the seriousness of an incident. Strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying.

It is acknowledged that bullies may have complex reasons for their behaviour and may well need help. It should be recognised that the consequences of being allowed to “get away with it” can be detrimental to them as well as the victim. All pupils deserve the opportunity to be helped to understand what acceptable behaviour is.

Although bullying 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, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If School staff feel that an offence may have been committed, they will seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.



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Key Personnel

The Senior Vice-Principal, Matthew Close, is responsible for overseeing the management of behaviour issues in the Senior School.

The Head of Surbiton High Boys' Prep School, Tracey Chong, is responsible for overseeing the management of behaviour issues in the Boys' Prep, including the EYFS setting.

The Head of Surbiton High Girls' Prep School, Louise McCabe-Arnold, is responsible for overseeing the management of behaviour issues in the Girls' Prep, including the EYFS setting.

Procedures

Every member of the School community is expected to support Surbiton High School's Anti Bullying Strategy. We recognise the seriousness of bullying in causing psychological damage and distress, therefore it is vital that all staff are alert to the signs of bullying and act promptly.

What to look for:

Those who are being bullied may show changes in behaviour such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from School. Staff are made aware that they must be vigilant and observant at all times.

- The School is appropriately patrolled during break and lunch periods.
- Staff are aware of the need to be sensitive to changes in behaviour, moodiness and patterns of absenteeism.
- Staff are instructed to refer any pupil or issue of this nature, as soon as possible, to the appropriate Head of Year / Key Stage Co-ordinator, or member of the Senior Leadership Team.
- The School is committed to raising awareness of staff through INSET training and regular staff briefings to ensure that the principles of School policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available. Where appropriate, we invest in specialised skills to understand the needs of our pupils, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils.

Everyone must be alert to signs of bullying and act promptly and firmly against it in accordance with the School policy.

We have a commitment to having clear policies communicated to parents, students and staff, and creating an environment of good behaviour and respect, with helpful examples set by staff and older students and celebrations of success. We have a commitment to involving parents and making sure that students are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. A culture of being prepared to tell is encouraged. This is done in a number of ways. Opportunities are taken to emphasise that any pupil being bullied should speak to his or her parent or a member of the School staff. Serious consideration is given to the topic within the framework of Personal Social and Health Education. Special assemblies on an ad-hoc basis focus on the topic with emphasis on the fact that it is not only right to tell, but also important to do so.

We have a commitment to taking action to reduce the risk of bullying at times and in places where it is most likely. This includes in physical spaces such as toilet and changing areas, especially during unsupervised periods such as break time, lunch time and after school, and also online. The School will intervene, as far as is practical and possible, when there is evidence of bullying taking place outside School and its normal operating hours.



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Information for Pupils

What should I do when I feel reasonably sure that bullying is taking place?

What to do if you are being bullied

- If you feel able to, confront the bully by making him/her aware that you think that what he/she is doing is wrong.
- Share your feelings with your parent or guardian, your tutor, Head of Year or another member of staff, a trusted adult, an older pupil or your friends. They may well be able to advise you regarding an appropriate course of action or will be able to invite people who can help.
- There are people outside the home/school who will be willing to help.
Childline: 0800 1111, NSPCC: 0808 800 5000 (help@nspcc.org.uk)

What to do if you are a pupil witnessing bullying

- Support the victim by offering your friendship and make it clear that in your opinion what is happening is wrong.
- Encourage them to speak out on their own behalf by confronting the bully, or with their permission confront the bully yourself.
- Accompany the victim to a trusted adult or suggest that they speak to a member of staff.
- Tell a member of staff or trusted adult.

What will the School do to help?

At School, support is offered in the following ways:

- You will be given the opportunity to talk about your experience with your Form Teacher, Head of Year or another teacher
- If you want them to, teachers will talk to the bully or to both of you together
- The Head of Year will inform your parents
- You will be offered continued support if any of those involved feel it would be helpful.

Information for Staff

Role of staff

- If you are approached by a pupil who wishes to talk to you about bullying, you must take the issue seriously and handle it sensitively.
- Reassure and support the pupil(s) involved.
- Advise them that you are required to pass details on to Head of Year.
- Inform the Head of Year or Senior Vice-Principal as soon as possible.

Procedure for staff

- The victim will be spoken to by the Head of Year (or a member of SLT) and another member of staff and asked to give an account of events. This may include a written account. This will be recorded on a 'Bullying Concern Form' and given to the Senior Vice-Principal.
- The process for dealing with bullying will be explained clearly to them. The victim will be given the opportunity to discuss his/her own reactions and behaviour towards the accused.



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- In serious cases and where the bullying threshold is met, formal investigation will take place. The Head of Year will inform parents of the victim and accused.
- Recorded statements will be taken from the victim and accused and the Senior Vice-Principal / Head of School and Head of Year will interview those involved.
- Details of the incident will be recorded in the central log of bullying incidents, which is kept by the Senior Vice-Principal. This log is monitored to allow patterns to be identified.
- The Principal, through the Senior Vice-Principal, will be updated throughout.
- The bully or bullies must be clearly seen to have been dealt with.
- In the case of a single event that does not meet the bullying threshold, an appropriate sanction e.g. a detention in line with the Behaviour and Discipline Policy may result.
- Where bullying has taken place, sanctions may have serious consequences, ultimately including exclusion, that may be necessary in cases of severe and persistent bullying.
- Where appropriate, the incident will be reported to the Police and or Children's Services where there is reasonable cause to believe that a child is suffering, or likely to suffer, significant harm.
- The victim and bully will be given support and advice, and counselling will be suggested if deemed appropriate.
- Written records are kept throughout the process and parents/guardians informed.

The rewards and sanctions system may be applied where appropriate (see Behaviour and Discipline Policy). Details of any bullying incidents and the way in which they are dealt with, must be given to the Senior Vice-Principal who maintains a central log of such incidents.

Cyber-Bullying

Mobile digital devices are a source of fun, entertainment, communication, and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. Cyber-bullying by students, via texts and emails, is treated as seriously as any other type of bullying.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices) is available – see below for a link to this document.

Further Resources

Further information is available online by following the links below:

- [Preventing and tackling bullying \(DFE, July 2017\)](#)
- [Cyberbullying: advice for headteachers and school staff \(DFE, November 2014\)](#)
- [Advice for parents and carers on cyberbullying \(DFE, November 2014\)](#)

In order to try to prevent cyber-bullying, Surbiton High School does the following:

- We restrict the use of mobile phones and cameras by staff, especially so in EYFS. Details of these measures can be found in our Child Protection (Safeguarding) Policy.
- We restrict the use of mobile phones by pupils on the School premises, details of which can be found in our Mobile Digital Devices Policy.



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- We regulate the taking of official and parental photographs of pupils in School, details of which can be found in our Child Protection Policy.
- We filter and monitor internet usage for staff and pupils.
- We have rules for staff pupils regarding use of School computers within and outside lessons; pupils sign an Agreement for Acceptable Use of Digital Resources annually.
- We run information evenings for parents on e-safety.
- Pupils are educated about cyber-bullying (use of technology to tease, threaten or bully) and internet safety as part of our PSHE and Computing curriculums.
- The Senior Vice-Principal will regularly monitor the bullying and victim logs to ensure that there are no obvious patterns of bullying. Incidents of bullying will also be recorded as confidential contacts for both the bully and victim on MIS.

What does the School do to combat bullying?

The School is committed to taking action to reduce the risk of bullying. A number of practical measures in order to discourage bullying and to promote an atmosphere of tolerance and respect are in place. These include:

- discussing the problems of bullying in the context of the personal, social and emotional development programme.
- holding staff meetings regularly in which the academic and social progress of individual children can be highlighted and discussed;
- encouraging staff to be alert to changes in behaviour, friendship groups, punctuality and attendance.
- making sure that the situation is monitored effectively during breaks and lunch hours
- speaking out about bullying in assemblies led by pastoral staff and pupils;
- The Head of Learning Support (SENCO) provides training from time to time on the nature of specific learning difficulties including with the aim of promoting awareness of why these pupils may be more vulnerable to bullying than most.

In addition, the School has established pastoral procedures that encourage pupils to speak out when they either find themselves a victim of bullying or see others being bullied and a bullying survey is carried out by sections of the School regularly. An anti-bullying policy is of little use, however, if the School's culture does not promote an atmosphere of tolerance and respect. Within the supportive atmosphere that such an ethos provides, bullying is considered to be extraordinary behaviour- behaviour, moreover, which is out of place in the School environment.

Surbiton High School recognises that sanctioning children who bully may not always be appropriate. Consideration is given to the context of the incident when deciding on action towards children who bully. In the first instance, children who bully will be given the opportunity to learn from their mistakes and move forward with their peers. Involvement of parents and the use of other support networks may be appropriate at this stage. When sanctions are necessary to deal with bullying, they are intended to hold pupils who bully to account for their behaviour and to ensure that they face up to the harm they have caused and to learn from it. The sanctions will provide an opportunity for the pupil to right the harm they have caused. In cases of severe and persistent bullying the sanctions may ultimately include exclusion.

The School will inform and work with parents in all incidents of bullying, advising them on the strategies to adopt, whether their child is being bullied or the one doing the bullying.

Incidents of bullying are recorded on individual pupil records and copies are kept in the Bullying Log



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Role of parents

Parents have an important part to play in our anti-bullying policy. We ask parents to:

- look for unusual behaviour in their child for example, they may suddenly not wish to attend School, feel ill regularly or not complete work to their usual standard;
- always take an active role in their child's education; enquire how their day has gone, who they have spent time with etc;
- inform the School immediately if they feel their child may be a victim of bullying behaviour; their complaint will be taken seriously, and action will follow.
- not approach a child accused of bullying or involve parents; the School will investigate the matter.





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Follow up

Only for completion by Matthew Close (Senior School), Louise McCabe Arnold (Girls' Prep) or Sally Johnston (Boys' Prep).

Does the incident meet the School's threshold for bullying?	Yes / No
Have parents lodged a formal complaint in writing to the Principal?	Yes / No

All reported incidents whether deemed to be bullying or not must be formally recorded on MIS.
Where the School's threshold has been met or a formal complaint made action taken will be as below.

Action Taken	
Victim's written account taken	
Accused written account taken	
Parents / carers of the victim informed	
Parents/carers of the accused informed	
Details of the sanction	
Details of support offered to both victim and perpetrator	
Has the tutor / form teacher checked in with both victim and accused (7 – 10 days after)? Evidence via conversations Tab in MIS	

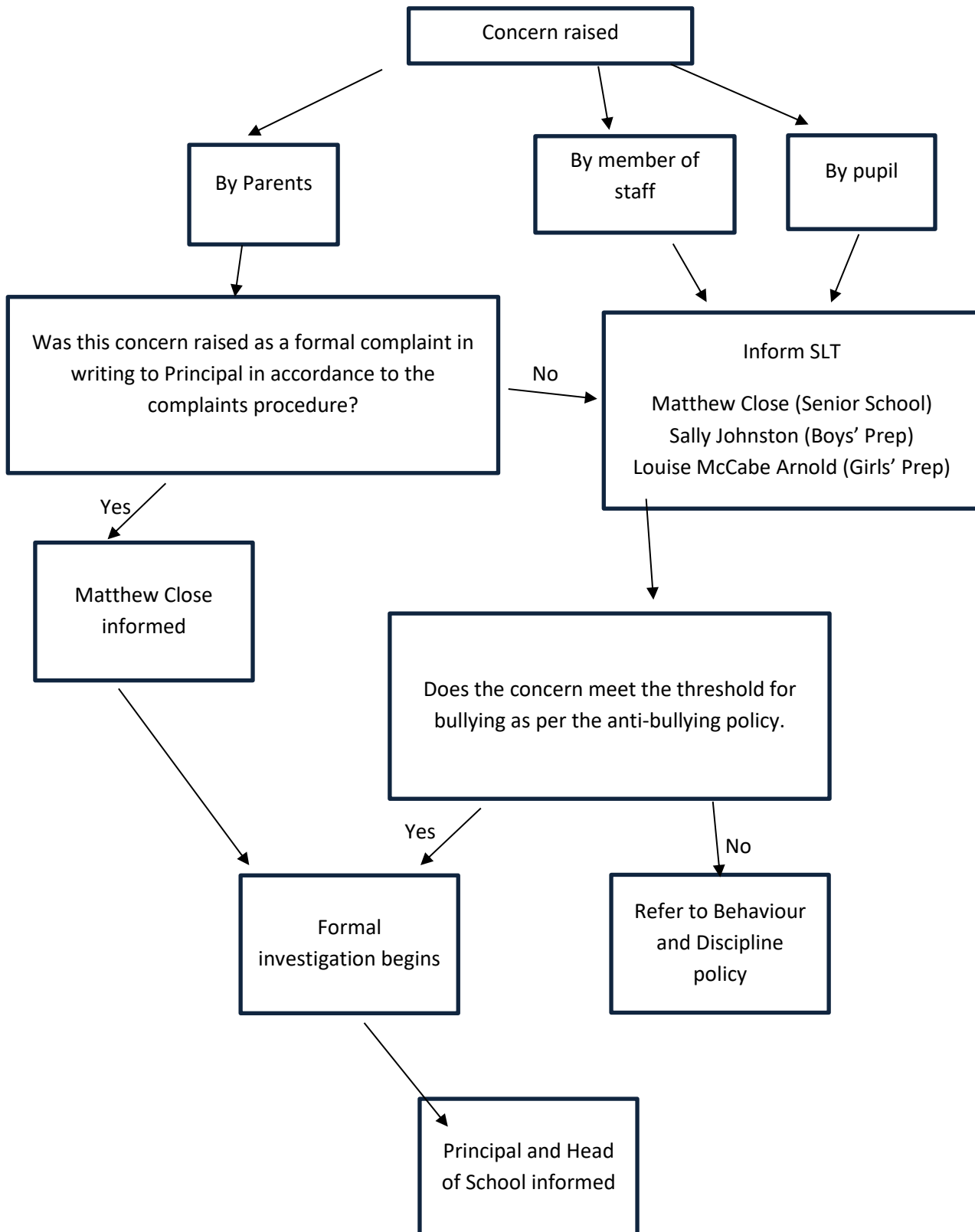
Record Keeping (Senior Vice-Principal)	
Report Incident to the Principal	
Record the incident on MIS page of both Victim and perpetrator	
Update Bullying Log	



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Appendix 2: Flow chart of managing concerns





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Document Information

Version Number	6
Reason for Version Change	Change of personnel from Jon Owen to Matthew Close
Name of owner/author	Matthew Close
Name of individual/department responsible	Matthew Close, Senior Vice-Principal
Name of Governor with oversight	Jamie Munro
Last reviewed by Governors	April 2024
Target Audience	Public
Date issued	30 th January 2025
Where available	MIS, School Website
Review Date	December 2025