



POLICY 2

ANTI-BULLYING POLICY

Policy reviewed by	Deputy Head
Governors' Committee	Full Board
Date reviewed	Michaelmas 2022
Approval/Oversight	Approval
Approved by Governors	Michaelmas 2021
Next review date	Michaelmas 2023

TRURO HIGH SCHOOL

ANTI-BULLYING

1. Introduction

Truro High School is committed to ensuring that all pupils are able to work and learn in a supportive, caring and safe environment free from fear of being bullied. Bullying is anti-social behaviour which can affect anyone and is unacceptable. It will not be tolerated. The school prevents bullying in so far as reasonably practicable by the implementation of this policy.

This policy is applicable to all pupils in the school, including those in EYFS.

The policy takes into account the requirements of the following:

- *Preventing and tackling bullying: Advice for headteachers, staff and governing bodies* (DfE, July 2017)
- *Cyberbullying: Advice for headteachers and school staff* ([DfE, 2014](#))
- *Sharing nudes and semi-nudes: Advice for education settings working with children and young people.* (UKCCIS) ([click here](#))
- *Keeping children safe in education (KCSIE)* ([DfE, September 2022](#))

This policy should be read in conjunction with the following school documents:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Pupil Supervision Policy
- Online Safety and Mobile Devices Policy including remote learning
- Confiscation Policy
- PSHE Policy
- PSHE schemes of work
- ICT Acceptable Use Policy
- Prep Diary.

2. Policy Aims and Objectives

ALL staff and governors, pupils and parents should have an understanding of what bullying is, and that it will not be tolerated at Truro High School. ALL staff and governors should know what the school policy is on bullying and follow it when bullying is reported. All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises. The whole community should be aware that the school takes bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

Our aims:

- To provide a safe and caring environment for the whole school community.
- To demonstrate that the school takes bullying seriously and that it will not be tolerated.
- To take appropriate measures to prevent all forms of bullying both in school and during educational visits and off-site activities both on and offline.
- To give unequivocal support to everyone who takes action to identify and protect those who might be bullied.

- To demonstrate to all that the safety and wellbeing of every member of the Truro High School community is enhanced by dealing positively with bullying.
- To promote an environment where individuals feel comfortable reporting cases of bullying.
- To promote positive attitudes in staff and pupils.
- To make it easy to report bullying, including cyber bullying and bullying outside school.
- Ensure that staff are aware that SEND students are more at risk of bullying and peer-on-peer abuse.

Bullying hurts. In extreme or prolonged cases, it can cause not only unhappiness but psychological damage and even suicide. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils and staff who bully others need to learn different ways of behaving. We will investigate any reports from the public or members of the school community related to any pupil misbehaviour occurring off the school premises, such as on school or public transport or outside the local shops. The investigation of such allegations will follow due process and will take place on school premises.

Boarders - It is important to note that boarders who are being bullied (off line) cannot escape their bullies for long periods of time as they are not going home as often.

3. Definition of Bullying

Bullying is behaviour that intentionally hurts another pupil or group physically or emotionally; it is such behaviour which is repeated over time. Bullying is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender identity, sexual orientation (lesbian, gay, bisexual and transgender), special educational needs and disability, or because a child is adopted or is a carer. It may occur directly or through cyber-technology (social websites, mobile 'phones, text messages, photographs and email).

Examples of bullying:

Emotional: being unfriendly, excluding from a friendship group, tormenting (e.g., hiding books, threatening gestures)

- Physical: pushing, kicking, hitting, punching or any use of violence
- Verbal: name-calling, sarcasm, spreading rumours, teasing, which could focus on learning difficulties (including special educational needs), physical disabilities, race, religion, cultural background, sexual identity and sexual orientation
- Racist: racial taunts, graffiti, gestures
- Homophobic: sexual taunts, graffiti, gestures
- Sexual: unwanted physical contact or sexual comments
- Cyber: All areas of internet, such as email and internet chat rooms, social media; threats by text messaging and mobile 'phone calls; misuse of associated technology, i.e., camera and video facilities (sending or posting messages or pictures via mobile phone or the internet to or about other pupils which may hurt or discomfort them).

This list is not exhaustive and only gives examples. Most, but not all, instances of bullying are sustained over a period of time. A bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. The Designated Safeguarding Lead must always be informed of such cases.

However, it is not bullying when, for example:

- Pupils have a one-off dispute or falling out.
- Younger pupils engage in rough and tumble play.

4. Cyberbullying

A further means of bullying is cyberbullying, which can be an extension of face-to-face bullying, with technology providing the bully with another route to harass the target.

Cyberbullying is a particularly pernicious form of bullying and is recognised as posing significant risk to the welfare of children. Current research into the extent of cyberbullying indicates that it is a feature of many young people's lives. Cyberbullying can have a detrimental impact on a victim for a number of reasons:

- The sense of invasion of an individual's home and personal space.
- The potential anonymity of the bully.
- The difficulty in controlling electronically circulated messages.
- The ability to broadcast upsetting messages and images to a potentially huge audience.
- The opportunity for others to become involved in the bullying activity.

Examples of cyberbullying may include:

- Threats and intimidating messages sent via computers or mobile devices.
- Cyber-stalking, i.e., the repeated sending of unwanted texts or instant messages.
- Website pages set up by a pupil which invite others to post derogatory comments about another pupil.
- Fights or assaults filmed by a pupil and circulated.
- Insulting or vicious text messages.
- Messages of a sexual nature.
- Fake and/or obscene photographs/videos of a pupil posted by another pupil on a social networking site.

Pupils in the Senior School read and agree to the School's ICT Acceptable Use Policy at the beginning of each academic year and all pupils confirm their agreement with it every time they log onto the school network.

See the School's Online Safety and Mobile Devices Including Remote Learning Policy for further information.

5. Child-on-child Abuse

More information and our policy and procedures for dealing with peer-on-peer abuse can be found in Annex K of our Child Protection and Safeguarding policy.

Procedures to minimize the risk of peer-on-peer abuse include:

- Prevention – educating pupils through discussions in assemblies, PSHE, LGBTQ+ group, school counsellor, tutor reviews, peer mentoring. The aim of these discussions is to give the pupils confidence to discuss such issues so they feel they can communicate any concerns they have. In line with our anti-bullying policy and code of conduct, pupils are able to express any concerns with their Tutor or another adult, for example the Headmistress, a Deputy Head, the School Nurse, the School counsellor, a House Parent or any other adult. Boarders also have an independent listener if they feel their concerns are not being taken seriously.
- Ensure that staff understand that SEND pupils are more at risk of peer-on-peer abuse.
- Procedures to minimise the risk are outlined in our anti-bullying policy.

Even where safeguarding is not considered to be an issue, the school may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

6. Youth-Produced Sexual Imagery – Sharing nudes and semi-nudes

Information and procedures on sharing nudes and semi-nudes can be found in our Child Protection and Safeguarding policy in Annex K.

7. Signs of Bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on a school / public bus/train
- begs to be driven to school
- changes their usual routine unaccountably
- is unwilling to go to school or feels ill in the morning or begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- begins to do poorly in schoolwork
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay a bully)
- continually "loses" money
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating, overeats
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received
- Comes home repeatedly late
- Starts to wet the bed, soiled underwear
- Unexplainable rashes or hair loss

These signs could indicate other problems, but bullying should be considered a possibility and should be investigated with sensitivity. In the classroom this may be manifested by a change in an individual's work pattern or a lack of concentration.

8. Seriousness of Bullying

The effects of bullying can lead to severe physical, emotional and/or psychological damage. Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour.

Criminal law:

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that 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 should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends 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, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

The school takes bullying seriously and it will not be tolerated.

9. Preventing Bullying and Investigating Allegations of Bullying

Sharing information about pupils:

Through our tutor and welfare meetings, we share information about issues between pupils which might provoke conflict. The Senior Pastoral and Welfare Team includes the Head of Prep (DSL), Deputy Head (DDSL); School Nurse (DDSL), Head of Boarding and our SENCO.

Any member of the school community should feel that he/she is able to report an incident of bullying. Pupils should report an incident to any member of staff, while parents/carers should contact either their daughter's class teacher (Prep School) or form tutor (Senior School). If the allegation is particularly serious, they may feel the need to report the incident directly to the Deputy Head Pastoral (Senior School) or Head of Prep (Prep School).

Investigating Allegations

- All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place.
- All reported incidents are recorded and investigated, whether from within the school or from parents or members of the public
- We always follow-up reported incidents whether they occur at school, off the premises or digitally through electronic devices and social media. All reported incidents will be investigated, and appropriate action taken. This is intended to send a strong signal to pupils that bullying will not be tolerated and perpetrators will be held to account.
- The wider search powers included in the Education Act 2011 give us powers to tackle cyberbullying. Teachers can search for images or files on electronic devices, including mobile phones, but should not look for nude or semi-nude images or child pornography. See the separate Search and Confiscation Policy.
- Our pastoral team gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies.
- Our trained School Counsellor is an important part of our pastoral support service, providing specialist skills of assessment and counselling. She is available to give confidential advice and counselling support to pupils. Pupils can refer themselves via Deputy Head or the School Nurse when they have social, emotional or behavioural concerns.
- Any member of staff who has an incident of bullying reported to him/her will refer the matter to the Deputy Head Pastoral (Senior School) or Head of Prep (Prep School).

10. Procedures for dealing with Incidents of Bullying at Truro High School

10.1 Initial actions

When bullying, including cyberbullying, in or out of school, is suspected by or reported to a member of staff, that person must take notes and immediately pass the information to the Deputy Head Pastoral or the Head of Prep, as appropriate. The Deputy Head or the Head of Prep will make a decision on who should investigate the incident(s) and will initiate an investigation.

The investigating member of staff will:

- Interview all the parties involved and maintain a record of these interviews.
- Inform the Headmistress and the Deputy Head or the Head of Prep immediately if there appears to be any racial or religious element to the bullying.
- Report his/her findings to the Deputy Head or the Head of Prep.
- Recommend any sanctions to be applied by the Headmistress or the Head of Prep (see the School's Rewards and Sanctions Policy).

The Deputy Head or the Head of Prep will:

- Inform staff directly involved with the day-to-day care of the bullied pupil, including teachers, form tutors and pastoral staff, of any steps they need to take.
- In consultation with the investigating member of staff, determine an appropriate strategy and plan of action to combat the bullying.
- Consult with the parents/carers of both the bully and the victim.
- If appropriate, conduct a staged discussion with the bully and victim to develop mutual understanding and empathy.
- To offer restorative justice to the victim, if possible.

The victim will be advised not to retaliate, and, in the case of cyberbullying, not to respond to messages. A victim of cyberbullying will be asked to preserve and record all evidence of the abuse, including saving phone messages, recording or saving and printing instant messenger conversations, and printing or producing screengrabs of social network pages.

If images are involved, staff will need to determine whether they might be illegal or raise child protection concerns. If so, the member of staff must immediately conform to the instructions laid down in the School's Child Protection and Safeguarding Policy. If illegal images are suspected, the matter will be referred to the Police immediately. Any child protection concerns must be reported to the DSL. It should be noted that any member of staff is able to contact the MARU directly, if he/she has a concern about a child.

Pupils must not be asked to forward youth-produced sexual imagery (nude and semi-nude images) and staff must not deliberately view such imagery, as this could constitute a criminal offence.

A bullying incident will be treated as a child protection concern where there is reasonable cause to believe that a child is suffering or likely to suffer any significant harm. In such a situation, the DSL will contact the MARU for advice and to determine whether a referral should be made. See the School's Child Protection and Safeguarding Policy. It should be noted that any member of staff is able to contact the MARU directly, if he/she has a concern about a child.

10.2 Bullied pupils

Members of staff who are involved with the day-to-day care of pupils who have been bullied must offer them reassurance as part of a plan of action that will be devised to combat the bullying. This plan of action, which will address the requirement for counselling advice and general support, will have been discussed with the pupil in consultation with her parents/carers.

10.3 Pupils involved in bullying behaviour

Changing the attitude and behaviour of those involved in bullying behaviour will form part of the plan of action. This plan is likely to include counselling advice, behaviour management and general support. However, the School recognises that appropriate sanctions will also have to be used against those involved in bullying behaviour.

10.4 Sanctions

Any of the School's formal punishments may be used, including a genuine apology, against those involved in bullying behaviour.

In serious cases, the Headmistress may consider temporary or permanent exclusion (see the School's Behaviour Policy).

Once the perpetrator has been identified, it is important that sanctions are applied and that she is supported in trying to understand the need to change her attitude and behaviour. This is particularly important when dealing with cases of cyberbullying, as the bully may not have witnessed directly the effect her behaviour has had on the victim.

Bullying (including cyberbullying) which occurs outside of school will be subject to school procedures (including sanctions), if the welfare of other pupils or the culture or reputation of the school is placed at risk.

The misuse of the School's ICT resources, which can form part of cyberbullying, is subject to school sanctions, which may include confiscation of mobile devices and/or restrictions on the use of the internet.

Where there are concerns that a criminal act has been committed or concerns of a child protection or safeguarding nature, the matter will be referred to the Police and/or the MARU.

11. Records and Monitoring

A record of any bullying (including cyberbullying) allegation is kept on Pass/3Sys. If, after investigation, it is deemed to be a bullying case, details are also kept in a central 'Bullying File' in the Head's PA's office.

The Deputy Head and the Head of Prep are responsible for recording allegations on Pass/3Sys. They keep detailed records which allow patterns to be identified and the effectiveness of the approaches to be evaluated. They also regularly review the 'Bullying File'.

Data regarding any bullying allegation is kept for 25 years from a pupil's date of birth.

Incidents of bullying are also monitored at fortnightly meetings of the Welfare Team.

12. Strategies for Countering Bullying

In countering bullying, every member of staff must adhere to these fundamental guidelines:

- Never ignore any suspicion of bullying.
- Do not make premature assumptions.
- Listen carefully to all accounts.
- Adopt a problem-solving approach.

13. Education and preventative measures

- Truro High School raises the awareness of the anti-social nature of bullying through many aspects of the curriculum, but especially through its PSHE programme. Aspects are also addressed in discussions with class teachers in the Prep School and with form tutors in the Senior School, and in assemblies. There is a focus on tolerance, inclusion and the avoidance of prejudice-based language as part of this. There is also a focus on ensuring pupils are aware of what they should do if they find themselves a bystander to a bullying incident.
- The promotion of respect between individual members of the school community is incorporated within the School Rules and is part of the culture of the school. Every pupil in the Senior School has a copy of the School Rules in her Prep Diary. Bullying is specified as being strictly forbidden. In the Prep School class teachers introduce and discuss School Rules with pupils.
- Form time provides opportunity for the form tutor to tackle issues and lead discussions with their tutor groups.

- Other lessons, particularly Religious Philosophy, 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.
- In boarding houses, there is a strong team who act in loco parentis. The informal house environment is important in reinforcing a pupil's standards and values providing the opportunity for friendly, informal discussion of matters of concern to the individual pupil outside the formal classroom. We encourage close contact between the House Parents and parents/guardians and would always make contact if we were worried about a pupil's wellbeing.
- Our Health Centre, boarding houses and areas around the school display advice on where pupils can seek help, including details of confidential help lines and web sites connecting to external specialists such as Childline, Kidscape, and the Samaritans who operate a peer counselling service.
- All pupils have access to a telephone, enabling them to call for support in private.
- We operate a peer mentoring scheme whereby trained Sixth Form pupils are encouraged to offer advice and support to younger pupils.

14. Publicising the policy:

We will communicate this policy to parents, pupils and staff, and aim to create an environment of good behaviour and respect, with helpful examples set by staff and prefects and celebration of success. We aim to ensure all pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.

Pupils will be reminded every year of who to turn to for support and of the school's Behaviour Policy

All staff, both teaching and non-teaching, will be reminded annually of the detail of this policy and given further guidance where appropriate.

All new staff will receive training in the policy on arrival in the school.

15. Further Guidance:

- Keeping Children Safe in Education (2022) includes sections on child-on-child abuse, serious violence and mental health

The Department for Education (DfE) Guidance:

The DfE provides the following guidance on tackling bullying:

- "Safe to learn – Embedding anti-bullying work in Schools" (2007) • "School support for children and young people who are bullied" (March 2014)
- "Cyberbullying: advice for headteachers and school staff" (November 2014)
- "Preventing and tackling bullying – Advice for headteachers, staff and governing bodies" (July 2017)

Specialist organisations:

- The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues; a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here <http://www.anti-bullyingalliance.org.uk/advice/support-from-these-sector/>

- Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.
- The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.
- ChildLine Contact: Free Telephone: 0800 – 1111; www.childline.org.uk
- The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Cyber-bullying:

- ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.
- Internet Matters: provides help to keep children safe in the digital world.
- Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers; www.thinkuknow.co.uk
- Digizen: provides online safety information for educators, parents, carers and young people.
- The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of ‘sexting’.

LBGTQ+:

- Barnardo’s: through its LBGTQ+ Hub, offers guidance to young people, parents and teachers on how to support LBGTQ+ students and tackle LBGT prejudice-based bullying
- EACH: (Educational Action Challenging Homophobia): provides a national freephone Action line for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.
- Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the Southeast, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity
- Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.
- Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LBGTQ+ equality in education.
- Stonewall: An LBGTQ+ equality organisation with considerable expertise in LBGTQ+ bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

Mental health:

- MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples’ mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.
- PSHE Association – guidance and lesson plans on improving the teaching of mental health issues

Race, religion and nationality:

- Anne Frank Trust: Runs a school's project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.
- Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.
- Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.
- Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.
- Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.
- Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.
- Advice to schools and colleges on Gangs and Youth Violence
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

Sexual harassment and sexual bullying:

- Ending Violence Against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.
- Disrespect No Body: A Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.
- Anti-bullying Alliance: advice for school staff and professionals about developing effective antibullying practice in relation to sexual bullying.

SEND:

- Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
- Changing Faces: Provide online resources and training to schools on bullying because of physical difference.
- Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.
- Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.
- Information, Advice and Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

16. Implementing and Reviewing the Anti-Bullying Policy

This policy will be reviewed annually to ensure that it meets the school's needs.

- New staff will be introduced to the policy during their induction.
- There will be a formal review of the policy every year and any necessary amendments circulated to staff and pupils.
- Pupils will be made aware of the policy by summaries which appear in their [planner and in their classroom

The policy will also be reviewed, if:

- New legislation is published, or existing legislation is updated.
- New guidance is published, or existing guidance is updated.
- Research or an incident suggests that a review may be required.

The school surveys pupils and parents on bullying regularly and uses the results as part of its review of policy and procedures.

17. Advice to pupils:

- What to do if you are worried or anxious?

Truro High School is a caring community where we always aim to respond to anyone who is unhappy or worried. What follows explains what to do if you feel worried or concerned about anything at School or at home.

What do I do if I just want to talk to someone?

1. The peer mentors in the Sixth Form students are fully trained in listening skills.
2. Your Form Tutor is someone you see regularly and can talk to privately.
3. The School Nurse and Deputy Head are all available for you speak with.
4. The Boarding House Staff are always ready to help all boarders
5. There is also a school counsellor and an appointment can be made to see her through the School Nurse.
6. ChildLine Contact: Free Telephone: 0800 – 1111; www.childline.org.uk • Other websites with further contact details: www.eefo.net; www.thinkuknow.co.uk

18. Training

Staff training includes raising awareness of the issues of bullying, cyberbullying and peer-on-peer abuse and of how teachers should respond to any incidents they encounter. Training also includes making staff aware of their legal responsibilities, how to prevent problems and sources of support available.

Where appropriate, the school will invest in specialised skills to help staff to understand the needs of a pupil (e.g., a pupil with special educational needs or disability or a transgender pupil).