



CHARTERHOUSE

**POLICY ON BULLYING, ABUSE AND DISCRIMINATION AND
ANTI-BULLYING STRATEGY**

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CHARTERHOUSE POLICY ON BULLYING, ABUSE AND DISCRIMINATION

This policy is addressed to pupils, but is also intended for the information of parents and staff:

1. At Charterhouse, 'bullying' is the name we give to behaviour which (i) hurts or distresses another pupil, either emotionally or physically; and (ii) is repeated, a part of a broader movement; and (iii) is based on an imbalance of power.
2. 'Abuse' is the name we give to behaviour which causes harm to someone else by single or multiple instances of (i) deliberate physical mistreatment; or (ii) sexual violence or harassment; or (iii) serious and sustained bullying. Harm is caused when someone is physically injured, or their development is permanently affected.
3. 'Discrimination' is the name we give to behaviour which insults people, distresses them, or treats them in an unjustified or prejudiced way based on race, gender, sexual orientation, disability, religion or belief.
4. Bullying, abuse and discrimination might take place on the School site, outside the site, or online. For the purposes of the School's response, it is unlikely to make much difference where or how the offence happened, or whether the victim was a member of the Charterhouse community or not.
5. The School reserves a full range of sanctions for those who are found to have bullied, abused or discriminated against someone in any context. At the discretion of the Head or Deputy Head these range from a simple warning up to the most serious sanctions, including being asked to leave the School. In every case the School will inform your parents.
6. Peer-on-peer abuse is never acceptable and the School has a zero-tolerance approach to it. Each concern will be approached individually, on a case-by-case basis, and 'zero tolerance' should not be taken to imply that the School has a fixed response. Rather, 'zero tolerance' means the School will take seriously, investigate and respond appropriately to every single instance of peer-on-peer abuse brought to its attention.
7. We will always tell you where you have gone wrong, and how you can put it right. However, if you play a part in repeating such behaviour in any form against the same or any other person during the remainder of your time at the School, then without further warning or discussion you can expect to be the subject of a very serious sanction.
8. You should be aware that we are always more interested in the victim's experience or likely experience, rather than in whether or not you think your behaviour was part of a joke, or you claim you did not really mean it.

9. The School requires anyone who becomes aware of bullying, abusive or discriminatory behaviour to report it quickly and appropriately. For pupils, this means speaking with a Head of House, a Pastoral Assistant, Tutor, Head of Year, or any other member of School staff.

10. We take a very dim view of pupils who see or know that abuse, bullying or discrimination is going on, but fail to do or say anything, either to peers at the time, or to staff shortly afterwards. We may well interpret such failures as involvement in the offence. The School will always consider appropriate sanctions for bystanders.

11. Nor do we look favourably on pupils who make unkind comments about peers who have raised legitimate concerns over the treatment of themselves or others. Again, appropriate sanctions will always be considered.

12. We will respect confidentiality but cannot promise it. Pupils sometimes report concerns anonymously, or ask for their identity to remain concealed. We will always respect such requests, unless to do so would undermine an investigation. If that were the case, senior staff would judge whether the good of the School community, in trying to ensure the bullying, abuse or discrimination did not happen to anyone else, should take precedence over the confidentiality of the individual.

JMR July 2020

Note: interpretations and expansions of some of the clauses above, together with more detailed information on the School's approach, can be found in the longer documents 'Bullying and peer-on-peer abuse: Strategy and procedures', and 'Safeguarding and Child Protection Policy', which are available on the School's website. These interpretations and expansions, which are explained to pupils in dedicated sessions, also constitute part of the policy.

CHARTERHOUSE ANTI-BULLYING STRATEGY

Introduction

1. In recent years, Charterhouse has defined its values. Individuals have endeavoured to ensure that these values are embedded in the culture, so that the behaviour and attitudes of everyone in the School community embody moral courage, open-mindedness, perseverance, responsibility and, most of all, kindness.

The intention is that the School is a place that looks, feels and sounds like these values in every respect. Having a strong stance against bullying is an essential element of our values-based community.

Definition of bullying

2. At Charterhouse, 'bullying' is the name we give to behaviour which:
 - hurts or distresses another pupil, either emotionally or physically, and
 - is repeated, or part of a broader movement, and
 - is based on an imbalance of power.

Further explanation and examples of bullying

3. Hurt' or 'distress' is judged from the victim's point of view (or the way they present to others), not the perpetrator's. This is because some bullies, thinking their behaviour is 'just a bit of fun', seem genuinely unaware of the hurt they are causing. The School aims to develop all pupils' capacity for empathy using a variety of means, including a full programme of Personal, Social & Health Education, as well as relationships and sex education. We call this programme Reach Out.
4. Our definition of bullying includes the idea of repetition. However, if hurtful behaviour has been seen only once, this does not necessarily mean that the element of repetition is not present, and therefore that a single incident cannot be an instance of bullying. Different people may be aware of single incidents which together add up to a pattern. For this reason it is crucial that members of the community report even single or low-level concerns. In addition to our anti-bullying procedures, individual instances of serious misbehaviour are dealt with in line with the School's Promotion of Good Behaviour policy.
5. An 'imbalance of power' means that the bully has control over the relationship in a way that makes it difficult for the victim to defend himself or herself. Some examples might be:
 - the bully is physically larger and more intimidating

- there is a difference in age, experience or intellect between bully and victim
 - the bully has found out exactly what upsets someone
 - the bully is a member of a particular social group and has the power to exclude or isolate others.
6. We call this 'bullying' whether it takes place in the physical world or online. Charterhouse has a separate Policy on Cyber Bullying. Bullying may occur directly or through cyber-technology (such as social websites, mobile phones, text messages, photographs and email). As well as online and direct physical and verbal actions and name-calling, bullying may occur by excluding people, spreading rumours (whether based on truth or lies), seeking to control them, making people do things they do not want to do, stealing, damaging or touching another's property.
 7. The bully does not have to be an individual, and neither does the victim. Two, three or more people may be involved on either side. In addition, there are often bystanders who know about the bullying or even enjoy watching it, but say nothing.
 8. Under the definition just given, deliberately excluding someone from a social group is a form of bullying. However, this is a very difficult area. Adults cannot force children to be friends with each other. Staff at Charterhouse will do everything in their power to encourage happy social relationships amongst pupils, but it is sometimes only possible to deal with exclusion as bullying when other factors (as outlined below) are involved, too.
 9. Bullying is often motivated by prejudice or unconscious bias against particular groups. Targets/victims of bullying may include those with protected characteristics: race, religion, culture, sex, gender, sexuality, special educational needs and disability. Targets/victims may also include children who are adopted or are carers, or perceived as different from others.
 10. Some people may trivialise bullying behaviour through calling it 'banter' or having a joke at another's expense. Another example of minimising bullying can be through stating that behaviour is part of initiating others into the School community, via ceremonies, dares or rituals. These are all wholly unacceptable. In either of these cases, or any other, an individual's acquiescence is not evidence that the behaviour is acceptable.
 11. Bullying, whether physical or emotional, is taken very seriously by Charterhouse because it may cause short or long-term psychological damage. Bullying on the basis of protected characteristics (listed above) is taken particularly seriously because of the potential vulnerability of these individuals.

12. Any bullying which causes significant harm, or may cause significant harm, is a child protection concern and may also constitute peer-on-peer abuse, either involving children or pupils who are aged 18 or over and are, therefore, legally adults.
13. The following information can be found in appendix one:
- Early warning signs of bullying
 - Bullying behaviour to watch out for
 - The damage done by bullying
14. The detail of what happens when concerns about behaviour between pupils are raised is in appendix two.

Vision

15. Charterhouse's vision for anti-bullying is:

A kind and morally courageous school community which celebrates difference and in which everyone plays a part in preventing bullying.

Objectives and Intents

16. The objectives and intents to support our Vision, so that bullying is eradicated at every level and in every possible way, are set out below.
- a. Make bullying completely counter-cultural. Continue to develop a culture that embodies our five core values, including by ensuring a purposeful but relaxed culture at School and via celebration of behaviour that champions these values and highlights behaviour that is unwelcome and undermines them.
 - b. Make it easy to report concerns about bullying so that they are dealt with quickly. Clear and appropriate procedures known by everyone for reporting all bullying concerns, including apparently one-off concerns, cyber-bullying and bullying concerns outside School, both internally and to external agencies; and effective monitoring and actions regarding the effectiveness of our approach and any patterns of behaviour.
 - c. Make sure staff address all bullying behaviour quickly and effectively. Well-trained, skilled, proactive, kind and courageous staff who model kindness and know their legal duty and the prompt action required to swiftly resolve and prevent problems and sources of support.
 - d. Make sure that pupils abhor bullying and can actively prevent it. An effective educational programme for pupils, including via Reach Out (PSHE), Chapel, Assemblies, tutors and House teams, which endeavour to ensure discussion about differences between people and the importance of kindness, mutual respect and avoiding prejudice-based language.
 - e. Make sure pupils know it is absolutely on each of them to eradicate bullying. Ensuring that pupils are skilled, proactive, kind and courageous in dealing with bullying concerns when they occur, including as bystanders, perpetrators and targets/victims.

- f. Make sure perpetrators do not repeat bullying behaviour. Endeavour to ensure perpetrators understand the consequences of their actions through disciplinary and support programmes in order to prevent recurrence and promote kindness.
- g. Make sure victims and those who protect them are supported and do not suffer again. Support victims of bullying and those who report concerns through individualised programmes in order to deal fully with any harm caused so that they feel valued members of the school community and in order to promote inter and intra-personal skills which supports positive relationships and resilience.
- h. Make sure that there is no doubt about everyone's individual responsibility to prevent all bullying. Communicate our anti-bullying strategy and anti-bullying charter to parents, guardians, pupils and staff to help ensure all know their responsibility for preventing bullying, including following reporting procedures, and consequences for not doing so.
- i. Make sure everything that underpins the school's operations is geared against bullying. All policies will reflect our anti-bullying strategy to help to ensure a consistent approach across the school community.

Stakeholders

17. The Stakeholders that are key to the success of the Strategy are:
- a. Pupils
 - b. Prospective pupils
 - c. Old Carthusians
 - d. Staff
 - e. Parents and Educational Guardians
 - f. Governors

Actions Matrix

18. In support of the objectives and intents, the Senior Leadership Team maintains and review an Actions Matrix and associated key performance indicators. The action matrix is divided into 8 different areas:
- a. Values-based culture**
 - b. Procedures**
 - c. Staff training and induction**
 - d. Education and training for pupils**
 - e. Sanctions**
 - f. Individualised interventions**
 - g. Communication with all stakeholders**

h. Policies

Management

19. The development and success of this Strategy is reviewed each Quarter and includes reference to the pupils' annual wellbeing survey and feedback from focus groups. The Governing Board and parents are also updated annually.

APPENDIX ONE: WARNING SIGNS OF BULLYING AND THE HARM RESULTING FROM BULLYING

Early warning signs of bullying

1. In our experience, certain kinds of situation or behaviour amongst young people may provide an early indication of the potential for bullying to develop. We therefore gather information from a number of sources (for example, pupils' previous schools, questionnaires, surveys) to help us identify possible issues early.
2. In addition, we ask all our staff to look out for the following kinds of behaviour, and to report any concerns to pupils' Heads of Houses as soon as possible. Although these do not necessarily amount to bullying in themselves, we find that they can be early warning signs:

- a previous history of bullying, either as victim or perpetrator
- a previous history of unkind or thoughtless behaviour
- a lack of awareness of the impact of personal comments on others
- an apparent unawareness of the inappropriacy of jokes or opinions
- repeating nicknames or personal comments for effect
- talking over peers in the classroom, at mealtimes or around House
- dominating conversation such that shyer peers talk less than normal
- entering other pupils' rooms uninvited, and perhaps remaining longer than necessary
- borrowing other pupils' possessions without asking
- asking to borrow things or share food in a way that makes it awkward to say 'no'
- monopolising particular dining room or common room seats
- cultivating friendships with overly assertive pupils in older years
- overly physical behaviour such as barging in corridors, pushing or grabbing peers
- a tendency to be the centre of noisy or excited gatherings
- socialising with groups whose appearance can destabilise otherwise settled situations
- appearing furtive, evasive or defensive in communication with adults

Bullying behaviour to watch out for

The following are examples of behaviour often associated with bullying itself. We would like everyone in the School community to watch out for such behaviour. Members of staff, in particular, should not tolerate a pupil doing any of the following:

- teasing someone by (for example) calling them names or being sarcastic
- spreading rumours about someone
- making hurtful or abusive comments (including by message, graffiti or notice)
- mocking another pupil by imitating their accent or anything else about them
- making gestures towards someone which are designed to belittle or ridicule them
- mocking another pupil's contributions in the classroom or elsewhere
- interfering physically with someone or their possessions (for example 'peanutting', 'de-booking', 'bed flipping', 'room trashing', hiding someone's things or pushing them off a desk)
- making threatening gestures
- barring somebody else's way or otherwise preventing them from moving freely
- pushing, kicking, hitting, punching, or using other kinds of physical aggression
- throwing or kicking things at someone else
- misusing seniority or imposing hierarchy (for example 'fagging', sending juniors on errands or expecting them to surrender certain common room chairs, queue-jumping, or imposing punishments other than strictly in accordance with House rules)
- encouraging or attempting to compel others to take part in 'hazing' or initiation processes.

3. Everyone needs to be aware that bullying is often based on 'difference'. This means that the bully notices someone is different and turns them into a victim because they are vulnerable. Pupils may be particularly vulnerable to bullying because they are new to a school, or because of a perceived difference in economic or family situation (for example, adoption) or an interest in things (such as academic work, classical music, acting, sport) which are considered uncool by a dominant peer group. In particular, people with protected characteristics may be vulnerable. These characteristics are: age, disability, gender reassignment, race, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The damage resulting from by bullying

4. Bullying makes the victim's life miserable and has no place in a civilised society. Below is a list of some of the noticeable effects bullying can have on the victim. Although there may be other explanations, these types of behaviour (especially in combination) are often typical of pupils who are being bullied. Therefore all members of the Charterhouse community should watch out for and raise any concerns, however low-level they might seem at the time, about boys or girls who:

- become frightened of other pupils and avoid them (or certain places)
- cut meal-times or become reluctant to sit with peers at meals
- change their usual routine, and perhaps begin to miss commitments
- seem unwilling to return to school
- become withdrawn, anxious, or lose their confidence
- run away, or threaten or attempt suicide
- have nightmares, or cry themselves to sleep at night
- feel ill in the morning
- begin to do poorly in school work
- have clothes torn or books damaged
- have possessions which are damaged or 'go missing'
- have money continually 'lost', ask for money, or start stealing money
- have unexplained cuts or bruises
- become aggressive, disruptive or unreasonable, and perhaps start to bully others
- stop eating
- give unlikely excuses for any of the above
- beg peers, staff or parents not to say anything about what they have seen or been told
- become unwilling to use the internet or mobile phone
- become nervous and jumpy when a text or other message is received

5. Sometimes this kind of behaviour has a permanent effect on the victim (or even the perpetrator), changing forever their self-esteem, relationships, career, or the way they see the world. In English law, bullying which harms a young person significantly in that way, or physically, or which has the potential to harm someone, is a form of abuse. In government guidance it is called '**peer on peer abuse**'.
6. All members of staff are required to be familiar with the School's Safeguarding and Child Protection Policy, which explains that they must report quickly to the police, the local authority or the Designated Safeguarding Lead (as appropriate) if they have reasonable cause to believe that a child is suffering, or likely to suffer, significant harm — even if that harm is being caused (or likely to be caused) by another child.
7. The Safeguarding and Child Protection Policy also makes it clear that some forms of potential peer-on-peer abuse must be reported promptly and directly to the Designated Safeguarding Lead, for example (but not limited to):
- Youth-Produced Sexual Imagery ('sexting', 'nudes')
 - gender-based abuse, sexual bullying and sexual assaults (this includes, for example, touching or groping someone else in a sexualised manner such as bottom slapping, 'de-bagging' or 'sack attack')
 - physical assault causing harm or injury

Sometimes, however, members of staff may not be immediately clear on whether an incident or concern should be called fighting, bullying or peer-on-peer abuse. In such cases, staff should not try to investigate or make a judgement, but simply pass on their concerns quickly and clearly, as detailed below.

APPENDIX TWO: WHAT HAPPENS WHEN CONCERNS ABOUT BEHAVIOUR BETWEEN PUPILS ARE RAISED?

There are a number of School policies which consider what happens when unacceptable behaviour occurs between pupils at Charterhouse (and indeed outside of Charterhouse or online). Such behaviour might be bullying or in more serious cases, child-on child (formerly peer-on-peer) abuse, but in this document all such behaviour will be referred to as unacceptable.

These include the Promotion of Good Behaviour Policy, the Anti-bullying Policy and Strategy and the Safeguarding & Child Protection Policy. All of these are in your 'Helpful Information' folders in House and on the School's website.

Pupils will also find a helpful summary of behavioural expectations at the back of the Pink Book under 'Rules'.

'SaySomething'

We wish to encourage all pupils to 'SaySomething' when there is unacceptable behaviour of any description, whether they are the person directly affected or whether they witness unacceptable behaviour towards someone else.

This document summarises some key points which we hope will help pupils understand what happens when such concerns are raised.

Basic principles

1. Any and every concern raised by a pupil about unacceptable behaviour will be taken seriously.
2. Any and every concern raised by a pupil will be investigated carefully and sensitively where it is practical and possible to do so.
3. Where it is possible to establish responsibility for the behaviour, and when it is judged to be in the best interests of the pupil affected, any and every incidence of unacceptable behaviour will have a consequence.

Raising a concern about unacceptable behaviour: process

1. We would always encourage a pupil to report their concerns in person to a trusted adult.
2. When the School receives a report of a concern it will consider very carefully who is the best person to talk to that pupil about it.
3. This will partly depend on the type of concern raised and will also take account of who the pupil feels most comfortable talking to. Very often it is a Head of House, but it might be a Tutor, a Head of Year or a member of the Safeguarding Team to give some examples.
4. Some of the most significant concerns (sexual violence and sexual harassment, violence and physical abuse and prejudiced based and discriminatory bullying based on protected characteristics) do need (for regulatory reasons) to be reported to the Safeguarding team.
5. Some of these very serious concerns have to be reported to outside agencies – see note below.
6. In many cases, it is still possible for the person who speaks to the pupil to be someone they already know and trust. This will always be done in as confidential a manner as possible.
7. Sometimes, in the most serious cases, a member of the Safeguarding team will need to talk to the pupil. The team are all experienced at doing this in a considerate and sensitive way and there are staff of different genders and ages available to help. A pupil can always have another member of staff with them if they want to.
8. After a pupil has shared their concerns, we will then think very carefully about how to proceed with the wider investigation. We will always look to find ways of doing this without identifying the source of any information.
9. We will also encourage a pupil to share any concerns about unacceptable behaviour with their parents if they have not already done so. There may also be occasions on which parents have to be informed.
10. The next steps in the investigation will depend on the specific nature and seriousness of the concerns raised. It is usually important to speak to any other pupil who can shed light on the unacceptable behaviour first. These follow-up interviews are usually also undertaken by a member of the House team.
11. Once this information has been gathered, we can then speak to the pupil or pupils who are thought to have behaved unacceptably.

12. These follow-up interviews are done as quickly and confidentially as is possible depending on the seriousness of the concern raised. We would also assess the likelihood of any retaliation, ongoing unacceptable behaviour or any further risks to a pupil who has raised a concern.
13. At this point we generally have enough information to think about decisions on consequences which might, or might not, include formal sanctions. These decisions are taken by senior staff who have not been directly involved in the investigation.
14. The senior staff will certainly take into account the wishes and feelings of the pupil who has been affected (and, wherever it is relevant, of their parents), but ultimately their decisions will be based on what they judge to be in the best interests of that pupil, and of the wider community as a whole.
15. The purpose of consequences is to encourage a pupil who has not behaved appropriately to reflect on their behaviour, how it has affected others and to try to ensure that there is no repeat of any unacceptable behaviour.
16. Where responsibility has been established, every incidence of unacceptable behaviour is likely to result in, at the least, a very serious conversation about the inappropriate nature of the behaviour and the more serious consequences of getting things wrong again. It will be made clear that such warnings will apply not only to specific behaviour towards a named person, but to similar behaviour towards anyone else.
17. Sometimes a serious conversation will also be linked to more formal School sanctions such as a detention, or for the more significant incidents a School or Head's Gating.
18. All such sanctions include the School informing parents of the concerns about unacceptable behaviour and the increased seriousness of the consequences if there is any repeat of such behaviour.
19. The most significant incidents or repeated behaviour of concern can result in a pupil being temporarily excluded, suspended, from School and in some very extreme cases, a pupil might be asked to leave the School permanently.
20. Suspensions and permanent exclusions are very rare. As a School our prime focus is to educate and develop young people. Young people do get things wrong and the goal is to focus the conversations and sanctions on improving behaviour and preventing unacceptable behaviour happening again.

Incidents of unacceptable behaviour that might have to be reported to outside agencies

The vast majority of concerns that are raised can be dealt with here in School.

Only when the most serious incidents arise do we sometimes need to speak to agencies outside of School because certain regulatory thresholds have been crossed. Such incidents might include, for example, any criminal activity, serious physical assaults and sexual violence.

The agency we are most likely to speak to is Surrey Council Children's Services and, in most cases, they will then ask the School to complete the investigation.

It is even more rare for the School to be obliged to contact the police. However, you should be aware that if it seems possible that a pupil's behaviour towards another has crossed the criminal threshold, then the School will not hesitate to consult the police.

Final thoughts

- Unacceptable behaviour of any kind is not tolerated at Charterhouse.
- Our pupils should not accept it when directed at themselves or others (bystanding).
- All incidences of unacceptable behaviour should be reported so that we can work to make our community safe and supportive for every pupil.
- All pupils affected by unacceptable behaviour are offered support. This might be at the Wellbeing or Hunt Health Centres, via the Chaplaincy or other trusted adult in School. Sometimes it is more helpful to have help from outside the School. The important thing is that a pupil has ongoing support whether they have been the victim of unacceptable behaviour or been responsible for behaving inappropriately towards others.

APPENDIX THREE: REFERENCES FOR THE ANTI-BULLYING STRATEGY

This document complies with:

- HM Government, The Education (Independent School Standards) Regulations 2014
- HM Government, The Equality Act 2010
- *Keeping Children Safe in Education* (Department for Education, September 2020)
- *Boarding Schools: National Minimum Standards* (Department for Education, April 2015)
- *Special Educational Needs and Disability Code of Practice* (Department for Education and Department for Health 2015)

This document has regard to:

- [*Preventing and tackling bullying; Advice for headteachers, staff and governing bodies*](#) (Department for Education, July 2017)

This document should be read alongside the following, which are openly available on the School website:

- Cyber-Bullying Policy (February 2017)
- Pupils' Equal Opportunities, Diversity and Inclusion Policy (November 2021)
- Principles and Practice Statement (AJT, December 2015)
- Safeguarding and Child Protection Policy (JMR, September 2020)

Information about the Peer Support Scheme is available from the School on request.

As regards the provision of positive adult role models, staff should read this document in conjunction with the Professional Conduct Policy (JMR, September 2019).