Anti-Bullying (Countering Bullying) Policy

This policy applies to the whole school including Boarding and the Early Years. The current version of any policy, procedure, protocol or guideline is the version held on the TASIS England website. It is the responsibility of all staff to ensure that they are following the current version.

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Responsible area	Director of Pastoral Care

Agreed by:

Head of School	Designated Safeguarding Lead	Chair of the Board
Bryan Nixon	Jason Tait	David King
01 September 2026	01 September 2026	01 September 2026

TASIS England is committed to safeguarding and promoting the welfare of students and expects all faculty, staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

1. Introduction

1.1. TASIS England seeks to create an environment where every student is encouraged to nurture their intellectual curiosity and is emboldened to flourish as principled, open-minded, and compassionate members of a global community. Central to our strategy is the development of trusting student-faculty and staff relationships, which is based on a culture of listening. Through assemblies, sectional meeting times, our school wide Personal, Social, Health and Economic Education (PSHEE) program and advisory, students are taught their rights and responsibilities and to know how to seek help if these rights are infringed. This can include the use of our anonymous online reporting system called the Student Voice Page. Students are also expected to play their part in fulfilling the school's mission as principled, open-minded and compassionate members of our school community.

1.2. Faculty and staff receive regular training in how to recognise, address and report issues of bullying. The use of the safeguarding CPOMS (Child Protection Online Monitoring System) database supports this process and ensures that all such incidents are appropriately recorded. The school leadership team looks for patterns of behaviour and seeks to provide contextual safeguarding solutions to perceived issues.

1.3. For the purposes of this policy, the term "Board of Directors" is deemed to have the same meaning as "Proprietor" in accordance with the Education (Independent Schools Standards) Regulations 2014 (ISSR) and is used interchangeably.

1.4. For the purposes of this policy, the terms "faculty" and "staff" may be used interchangeably and refers to, and includes, all TASIS England employees, directors, contractors, work experience / placement students, bank, agency and volunteers.

1.5. The legal framework that has informed this policy:

a. Complies with Part 3, paragraph 10 of The Education (Independent School Standards) (England) Regulations 2014 and the National Minimum Standards for Boarding Schools (NMS May 2026).
b. Prepared with reference to: Advice for parents and carers on cyberbullying (DfE- November 2014), Cyberbullying: Advice for Headteachers and School Staff (DfE- November 2014), Preventing and Tackling Bullying: Advice for Headteachers, Staff and Governing Bodies (DfE- July 2017)
c. Keeping Children Safe in Education (KCSIE September 2026)
d. Behaviour in schools - Advice for headteachers and school staff (DfE, 2024)
e. Has regard to the Equality Act 2010 and the Public Sector Equality Duty.
f. The Independent School Standards guidance (April 2026, paragraph 3.24) confirms that, to meet Part 3, paragraph 10 of the ISSR, an effective anti-bullying strategy must cover cyber-bullying and prejudice-based bullying because of a protected characteristic and should demonstrate how the school teaches students to deal with bullying using age-appropriate concepts.
g. Where bullying raises safeguarding concerns, the policy also has regard to Working Together to Safeguard Children (HM Government: 2026).

h. Preventative education is delivered through our PSHEE provision in line with the statutory Relationships Education, Relationships and Sex Education and Health Education guidance in force from 1 September 2026 (ISSR Standard 2A; Independent School Standards guidance, April 2026, paragraphs 1.35-1.43).

1.6. This policy is reviewed annually and applies to all:

a. activities undertaken by the school, inclusive of those outside of usual school hours and away from the school site

b. who work, volunteer or supply services to the school - that is all staff (teaching and support staff), students on placement, the Board of Directors and volunteers working in the school

1.7. Related documents: (available on the school website, or by request from the School Office):

a. Behaviour Management, Discipline and Sanctions Policy
b. Safeguarding Children and Child Protection Policy and Procedures
c. Sexual Violence and Sexual Harassment (Inc Child on Child Abuse) Policy
d. Online Safety Policy (including DfE Filtering & Monitoring Standards); Acceptable Use; Mobile/Smart Technology; Taking & Storing Images of Students
e. Personal, Social, Health, Economic Education (PSHEE) and Citizenship
f. Spiritual, Moral, Social and Cultural (SMSC) Development
g. Racial Equality Policy
h. Single Equalities Policy
i. Whistleblowing Policy
j. Faculty and Staff Behaviour Policy (Code of Conduct)
k. Counsellors Handbook
l. Student Handbooks and Codes of Conduct
m. Data Protection Policy

1.8. Issues of bullying among or between the faculty and staff members are dealt with under the Faculty and Staff Behaviour Policy (Code of Conduct).

1.9. The terms "students" and "children" may be used interchangeably in this policy, with both terms referring to all those under or over the age of 18 years enrolled at TASIS England.

1.10. This policy is required by the Education (Independent School Standards) Regulations 2014 (ISSR). We have due regard to Keeping Children Safe In Education (KCSIE) 2026. As a boarding school, our arrangements have regard to the National Minimum Standards (NMS) for Boarding Schools (May 2026), including Standard 16 (Preventing bullying), which requires accessible and effective systems for reporting bullying and staff who are trained to identify bullying and know where to seek help in dealing with it. The policy applies on site, off site, online, and within boarding houses, and to all students (day and boarding), staff, contractors and volunteers.

2. Designated Member of Staff Responsible for Anti-Bullying

2.1. The member of staff with overall responsibility for anti-bullying in the whole school is the Director of Pastoral Care, including oversight of student behaviour management, discipline and sanctions.

2.2. The Deputy Head of Lower and Middle School has responsibility for anti-bullying with regard to the Early Years Foundation Stage Welfare and Safeguarding Requirements (EYFS).

3. Aims and Objectives

3.1. The aim of the Anti-Bullying (Countering Bullying) Policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied.

3.2. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at the school.

3.3. Bullying is defined as deliberately hurtful behaviour, often repeated over a period of time, where it is difficult for those being bullied to defend themselves. A single incident may not in itself meet the definition of bullying, but it can still be serious, harmful and require safeguarding and/or disciplinary action.

3.4. **Bullying includes:**

- name-calling
- taunting
- mocking
- making offensive comments
- kicking
- hitting
- pushing
- taking belongings
- inappropriate text messaging, emailing or social media messages and posts
- sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping
- excluding people from groups
- spreading hurtful and untruthful rumours

3.5. Bullying can occur through several types of anti-social behaviour. It is often motivated by prejudice against particular groups. For example, this may include cyberbullying and prejudice-based bullying on the grounds of age, disability (including special educational needs), gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, the use of discriminatory language, or because a child is a looked after child, adopted or is a carer.

3.6. Bullying in any form will not be tolerated. We treat all our students and their parents fairly and with consideration, and we expect them to reciprocate towards each other, the faculty and staff and the school.

3.7. Bullying (and cyberbullying) is included in the term 'child-on-child abuse (including harassment and violence)', as retitled in KCSIE 2026, and in serious cases, the school will draw on its Sexual Violence and Sexual Harassment (Including Child-on-Child Abuse) Policy and procedures to deal with a bullying incident.

3.8. We aim to create an environment that is happy and encourages good behaviour and respect for faculty and staff, peers and everyone around the students.

3.9. TASIS England is a TELLING *and* LISTENING school. This means the school not only listens to the concerns of students but also expects that anyone who knows that bullying is happening tells a member of faculty or staff.

3.10. As a TELLING and LISTENING school, we are all responsible for being mindful for signs of, and reporting, any bullying we are aware of, or witness, to ensure everyone in our school community feels safe. All students are encouraged to report incidents so that even if the target is too frightened to say anything the bully will know they cannot get away with bullying behaviour because someone *will* tell.

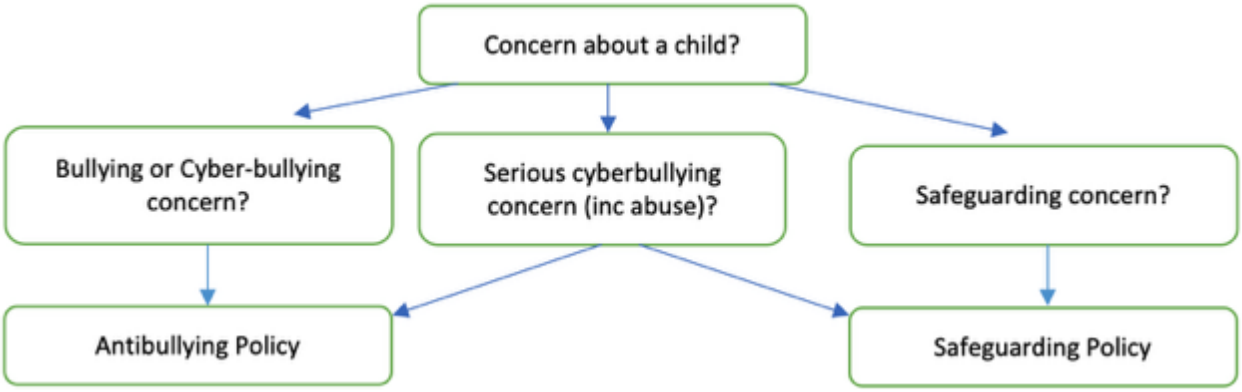
3.11. TASIS England promotes and educates the school community to be active bystanders. Active bystanding means being aware of inappropriate or threatening behaviour, choosing to challenge it and assisting someone who needs support. Active bystander interventions can be an effective way of stopping situations before they happen. Active bystanders play a key role in preventing, discouraging, and/or intervening when an act of relationship harm has the potential to occur. In accordance with our Mission, TASIS England believes that our community has a responsibility to look out for each other if we can do so safely, by being compassionate, principled and open minded and offering support if we see that someone needs assistance.

4. Bullying - Safeguarding and Child Protection Related Issues

4.1. A bullying incident may be treated as a safeguarding or child protection concern if there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.

4.2. In such cases the school reports its concerns to the Surrey Safeguarding Children Partnership (SSCP) by telephone on 0300 470 9100 during office hours or the out of hours Duty Team (evenings and weekends) on 01483 517898. We reiterate, any kind of bullying is unacceptable. (Please refer to our Safeguarding Child Protection Policy for more details).

4.3. Concerns flow chart



5. What is Bullying?

5.1. Bullying can be defined as 'behaviour by an individual or group, that intentionally hurts another person or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of age, disability (including special educational needs), gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, the use of discriminatory language, or because a child is a looked after child, adopted or is a carer. It may occur directly or through cyber-technology (social media apps or websites, mobile phones, text messages, photographs and email).

It might be motivated by actual differences between students, or perceived differences.' Preventing and tackling bullying Advice for headteachers, staff and governing bodies (DfE - July 2017).

5.2. Bullying often involves an imbalance of power, leaving someone feeling helpless to prevent or stop the behaviour. It can lead to feelings of distress, fear, isolation, loneliness and a lack of confidence in those who are on the receiving end.

5.3. A feature of bullying in schools is that its existence is not always immediately known or suspected by those in authority.

5.4. The term 'bullying' is commonly associated with acts of violence, but non-physical bullying is experienced by most students at some period during their school career. If our faculty/staff feel that a criminal offence may have been committed, we will seek assistance from the police.

5.5. Bullying may involve complicity that falls short of direct participation, such as the manipulation of someone else to tease or torment a person.

5.6. Bullying may be overt and intimidating but is often hidden and subtle.

5.7. The school recognises the seriousness of both physical and emotional bullying in causing psychological damage, eating disorders and self-harm, and that it can even lead to suicide.

6. Zero Tolerance Approach to Bullying, Including All Forms of Child-on-Child Abuse

6.1. TASIS England stands against any form of discriminatory act and has a zero-tolerance approach to bullying in all its forms, including child on child abuse, sexual harassment and sexual violence.

6.2. TASIS England will follow a developmentally age appropriate and stepped response to all such incidents. Behavioural sanctions will reflect the severity and/or frequency of any reported incident. Where behaviour may constitute a criminal offence, the DSL will consider police involvement in accordance with KCSIE 2026 and the Safeguarding Children and Child Protection Policy.

6.3. Please refer to our Behaviour Management, Discipline and Sanctions Policy for more details on how such matters will be addressed by each section of the school.

6.4. We recognise that our approach to anti-bullying should reflect the makeup of our school, including making additional arrangements for those who are in the boarding programme, as they may experience bullying in a different way to day students due to them being resident on campus during evening and weekends.

7. Bullying Can Be:

a. **Emotional** - Including isolation of others by a refusal to co-operate with them and exclusion. Being unfriendly, excluding, tormenting (e.g., hiding books, threatening gestures), deliberately excluding from social groups or an activity by refusal to sit next to/ talk to/ work/ co-operate with others and refusal to follow staff instructions to do the above, or malicious rumours, e-mails, text or social media messages, and also exclusion from play/discussions etc. with those whom they believe to be their friends.

b. **Physical harm or its threat including the abuse of personal property** - Horseplay, jostling, serious fighting, pushing, kicking, hitting, taking or hiding belongings, punching or any use of violence; deliberately destroying or damaging work or possessions or removing personal property, use of weapons/threatening use of weapons (or any object which could be used as a weapon), intimidation through physical gestures and actions.

c. **Cyber** - Not occurring face to face but rather through electronic means including, but not limited to, social media sites, apps, internet and intranet sites, email, instant messaging, by mobile phone including through text messages and phone calls, photographs both real and manipulated and so on, including generative AI. For more details on cyberbullying, see Section 15 of this policy.

d. **Racist** - Racist bullying encompasses a wide spectrum of behaviours, from unintentional remarks to deliberate verbal and physical attacks, aimed at individuals or groups due to their race, ethnicity, religion, or cultural practices. It is identified by considering the motivation of the bully, the use of discriminatory language, and the victimization of individuals or groups based on factors such as skin colour, speech, ethnicity, religion, or culture. This is an area where schools are required to keep statistics about incidents.

e. **Identity-Based or Cultural Bullying** - This category addresses behaviours that either focus on or exploit differences related to a person's identity, culture, or perceived cultural distinctions.

f. **Sexist** - Sexism, including misogyny and misandry, is a behaviour, language or prejudice, which expresses institutionalised, systematic and comprehensive discrimination. It is based on a stereotypical view of masculine and feminine roles. Sexism limits the options of women and girls and can lead to discrimination or less favourable treatment. It is learned behaviour, however, and can therefore be 'unlearned'. Sexist bullying covers a wide range of behaviour from name calling to physical sexual assault.

g. **Sexual** - Such as sexual comments, remarks, jokes, unwanted or inappropriate physical contact or sexual innuendo, online sexual harassment and sexual assault.

h. **Homophobic** - This is behaviour or language that makes a child or young person feel unwelcome or marginalised because of their sexual orientation or perceived sexual orientation. Not all LGBQT+ (Lesbian, Gay, Bisexual, Queer, Transgender) young people experience homophobic bullying, and not all homophobic bullying is directed at young LGBQT+ people. Homophobic bullying can occur as a result of others' prejudice being directed at a child or young person because: they are LGBQT+; they are perceived to be LGBQT+; because they fit certain stereotypes; they have LGBQT+ friends or family members; and/or they are perceived as being different.

i. **Transphobic** - Discriminatory behaviour directed at someone because they are, or are perceived to be, transgender (a person who believes their gender to be different to that attributed to them at birth). This can include bullying based on traditional gender stereotypes and harassment of those who have transgender friends or family members.

j. **Perceived Status** - This is bullying that can be related but not limited to grade level, physical size, appearance and economic status.

k. **Religious** - Attacking faith, belief, religious practice or custom.

l. **Special Educational Needs and Disability** - Remarking upon, drawing attention to, or discriminating against people with physical disabilities or learning difficulties or special educational needs such as social, emotional and mental health issues (SEMH) or Specific Learning Difficulties such as dyslexia, dyscalculia and dyspraxia.

m. **Verbal** - Name-calling, sarcasm, spreading rumours, banter, making nasty comments, teasing, humiliating others, threatening others, inciting others to humiliate and threaten others.

n. **Written** - Spreading rumours, writing, printing unkind or malicious articles or comments on paper or excluding someone from social groups.

o. **Coercion** - Using force, threats, or manipulation to make someone do something against their will.

8. How Does Bullying Occur?

8.1. Bullying can take place between student and student; faculty/staff and faculty/staff; and faculty/staff and student.

8.2. We consider the pastoral care of the students and faculty/staff to be of prime importance. In class, this role largely rests with the class teacher.

8.3. It is school policy that any misdemeanour will be dealt with by the member of faculty/staff on duty when it occurs, whether it occurred in the playground, classroom, toilets or any other part of the school.

8.4. A common code of behaviour is expected from everyone at TASIS England (please refer to our Student Behaviour Management, Discipline and Sanctions Policy and Faculty and Staff Behaviour Policy (Code of Conduct) which are available on the school website).

8.5. All faculty and staff who work at TASIS England are expected to treat each other with a professional level of respect in accordance with the Faculty and Staff Behaviour Policy (Code of Conduct).

9. If You Are a Target of Bullying

9.1. Do Not Fight Back! It can be hard, and some may tell you to fight back, but it is not the answer. If you give in to a bully and fight back, you may get into trouble yourself instead of the bully. Don't bully a bully, because in the end you may become a bully yourself.

9.2. If you feel safe and able to do so, you may tell the person that you think what they are doing is wrong. You should not confront someone if doing so could put you at risk. The most important action is to tell a trusted adult so that they can help stop the bullying and keep you safe.

9.3. Share your feelings with someone else. If you would rather not go straight to a member of faculty or staff, talk to your friends or any trusted adult. We often fear telling someone because we don't want to look weak or feel embarrassed. It may be scary at first, but an adult can help stop the bullying and make things better. If the person gets into trouble, that's a problem they will have to deal with as a result of bullying, it is their responsibility, not yours!

9.4. Do not blame yourself - it is not your fault. No one deserves to be bullied - EVER! No matter what is going on in your life, being bullied is not your fault. Either try to stop it with the above tips or with the help of an adult. Don't ignore the problem and hope it will go away. Bullies bully because they can. Make it so they can't.

9.5. Speak to a trusted adult in the school such as a member of the Safeguarding Team, or the Head of Section (PreK-Grade 8, Upper), Houseparent or a member of the Pastoral Team, contacts below:

Whole School:

- Jason Tait - Director of Pastoral Care - Whole School Designated Safeguarding Lead (DSL) - jtait@tasisengland.org - +44 (0) 7392 319922

- Jen Vinton - Upper School Pastoral Coordinator and Whole School and Upper School DDSL - jvinton@tasisengland.org - +44 (0) 7900 721134
- Bryan Nixon - Head of School - bnixon@tasisengland.org - +44 (0) 7392 319933
- John Arcay - Online Safety Coordinator - jarcay@tasisengland.org - +44 (0) 7789 901787
- Darren Singh-MacPherson - Director of Inclusion, Wellbeing and Compliance - dsinghmacpherson@tasisengland.org - +44 (0) 7774 658911

PreK-Grade 8

- Megel Barker - Head of PreK -Grade 8 - mbarker@tasisengland.org - 44 (0) 07392 319942
- Melodi Jordan - Deputy Head of PreK - Grade 8 and EYFS DSL - mjordan@tasisengland.org - +44 (0) 7392 319929
- Margaret Kirwan - PreK-Grade 4 DDSL - mkirwan@tasisengland.org - +44 (0) 1932 582427

Upper School

- Jen Vinton - Upper School Pastoral Coordinator and Whole School and Upper School DDSL - jvinton@tasisengland.org - +44 (0) 7900 721134

Boarding

- Matt Kiely - Director of Boarding - mkiely@tasisengland.org - +44 (0) 7392 319945
- Elise Burgess- Deputy Director of Boarding - eburgess@tasisengland.org
- Isaac Ward - Deputy Director of Boarding - iward@tasisengland.org

Board of Directors

- David King - Chair of the Board of Directors - dking@tasisengland.org - +44 (0) 7564 341887

9.6. There are also people outside the school who would be willing to help:

a. Childline: 0800 1111
b. The Independent Listener, Alex Cunningham: 01932 582329, acunningham@tasisengland.org
c. The Children's Commissioner, Dame Rachel de Souza -- 0207 783 8330
d. NSPCC Helpline (National Society for the Prevention of Cruelty to Children) - 0808 800 5000
e. Direct Gov - www.gov.uk/bullying-at-school
f. EACH - 0808 1000 143 (Educational Action Challenging Homophobia)
g. The Child Exploitation and Online Protection Centre (CEOP)

10. Witnessing Bullying Behaviour

10.1. Support the target of bullying by offering your friendship and make it clear that in your opinion what is happening to them is wrong.

10.2. Encourage them to speak to a trusted adult and, where appropriate, accompany them. A student should only challenge inappropriate behaviour directly where they feel safe to do so and should never place themselves or another person at risk.

10.3. Remember, TASIS England is a TELLING and LISTENING school which means that anyone who knows that bullying is happening is expected to tell a member of faculty or staff.

11. Signs of Bullying

11.1. The term 'bullying' is commonly associated with acts of violence, but non-physical bullying is experienced by many students at some period during their school life.

11.2. All faculty and staff must be alert to the signs of bullying. These may include:

a. Unwillingness to attend school
b. Displays of excessive anxiety, lacking concentration, becoming withdrawn or unusually quiet
c. Failure to produce work, or producing unusually poor work, or work that appears to have been copied, interfered with or spoilt by others
d. Books, bags and other belongings suddenly going missing, or are damaged
e. A change in established habits (e.g., giving up extra-curricular activities, a change to their accent or vocabulary)
f. Psychological affects and diminished levels of self-confidence
g. Feigning illness, with frequent visits to the Health Centre with symptoms such as stomach pains, headaches and so on
h. Unexplained cuts and bruises
i. Frequent absences, erratic attendance and late arrivals to class
j. Nervousness or being jumpy when an electronic message is received
k. Asking for extra pocket money or starts stealing money (to pay bully)
l. Choosing the company of adults
m. Displaying repressed body language and poor eye contact, difficulty in sleeping, experiencing nightmares
n. Verbal taunts
o. Students sitting on their own and students left out of activity groups during lessons or play activities
p. Talking of self-harm, suicide or running away
q. Diminished levels of hygiene or self-care

11.3 Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and faculty/staff.

11.4 Students must be encouraged to report bullying in school. All faculty and staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

12. Implementation

12.1. At TASIS England the following steps may be taken when dealing with bullying incidents:

a. If bullying is suspected or reported, the incident will be dealt with immediately by the member of faculty/staff who has been approached

b. A clear account of the incident must be recorded and given to the appropriate Administrator and/or Designated or Deputy Designated Safeguarding Lead (DSL or DDSL)
c. A written record of the incident must be made and if appropriate, all concerned parties will be interviewed
d. Teachers will be kept informed
e. Parents will be kept informed
f. Corrective measures will be used as appropriate and in consultation with all parties concerned
g. Sexual harassment/violence: Allegations (online or offline) are managed in line with KCSIE Part 5 and our Safeguarding Children and Child Protection Policy; safeguarding takes precedence, and we involve external agencies where required.

12.2. Please refer to Appendix A for the Faculty/Staff Protocol for addressing issues of bullying.

12.3. Students who have been bullied will be supported by:

a. Offering an immediate opportunity to discuss the experience with a member of faculty/staff of their choice
b. Reassuring the student
c. Offering continuous support
d. Restoring self-esteem and confidence
e. Exploring how or why the student became involved
f. Establishing the wrongdoing and need for change
g. Sexual harassment/violence: Allegations (online or offline) are managed in line with KCSIE Part 5 and our Safeguarding Children and Child Protection Policy; safeguarding takes precedence, and we involve external agencies where required.

12.4. Informing the parents or guardians of a student who has been found responsible for bullying may help to change their behaviour. Appropriate disciplinary steps may be taken according to the students age and circumstance, and in accordance with the appropriate appendices of the schools' Behaviour Management, Discipline and Sanctions Policy, available on the school website.

12.5. At TASIS England we implement disciplinary sanctions that reflect the seriousness of an incident and convey a preventive effect. If necessary, strong sanctions, such as exclusion, would be used in cases of severe and persistent bullying.

12.6. Recording and escalation:

a. Recording: All bullying concerns, actions and outcomes are recorded by the DSL/Section Heads; boarding incidents are tagged to enable trend analysis.

b. Escalation: Where families are dissatisfied, families may invoke the school Complaints Procedure, available on the school website policy page.

13. Allegations of Bullying

13.1. Allegations made against members of faculty/staff of bullying students will be reported to the Head of School immediately and investigated thoroughly.

13.2. Members of faculty/staff to whom disclosures about bullying are made relating to students should report the matter directly and without delay to the Designated Safeguarding Lead and their Section Head.

13.3. In the absence of the Designated Safeguarding Lead the report should be made directly and without delay to a Deputy Designated Safeguarding Lead. In the absence of the DSL and a DDSL, reports of bullying can be made to the Head of School.

13.4. Reports, allegations and concerns related to bullying can also be directed to the school counsellor service who can then ensure the information is swiftly and appropriately reported to the DSL, Section Head or Head of School.

13.5. All disclosures, whether from a student, a parent, a member of faculty/staff or a volunteer will be taken seriously and treated in confidence and with sensitivity.

13.6. The target(s) of the allegation should be made aware that their safety is of paramount importance in accordance with the school Safeguarding Children and Child Protection Policies.

14. Good Practice for Faculty/Staff

14.1. Be continually aware, watchful and available; promoting good behaviour and encourage the care of others, including being proactive in responding to all forms of bullying.

14.2. Ensure students are appropriately supervised at all times.

14.3. Report all cases of bullying to the appropriate Section Head, the Designated Safeguarding Lead (or Deputy) and/or Head of School accordingly and if deemed necessary and appropriate, to external agencies such as the police/Children's Social Care.

14.4. Parental involvement and cooperation should be sought, and parents of students involved kept informed.

14.5. Within the curriculum, TASIS England will raise the awareness of the nature of bullying through inclusion in PSHEE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

14.6. TASIS England's Anti-Bullying (Countering Bullying) Policy aligns with the Behaviour Management, Discipline and Sanctions Policy (with support for both the target and the bully) and clearly states the sanctions for bullying.

14.7. It is incumbent upon TASIS England to have clear policies that are available to parents, students and faculty/staff, along with creating an environment of good behaviour and respect, with helpful examples set by faculty/staff and older students.

14.8. Integral to our policy is involving parents and making sure students are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.

14.9. The handling of a bullying incident is given much thought to ensure that the facts are fully known, agreed and understood by the bully and the target(s).

14.10. Bullying instances are reported and a written record is made so that patterns can be identified. TASIS England avoids and is alert to hazing, initiations and other ceremonies for our students, which may amount to bullying and/or child on child abuse. If the school becomes aware of any such instances, these will be dealt with under our Behaviour Management, Discipline and Sanctions Policy and/or Sexual Violence and Sexual Harassment (Including Child on Child Abuse) Policy.

14.11. Written records are kept, evaluating the effectiveness of the approach to anti-bullying TASIS England has adopted. Our management of personal data is in line with statutory requirements within the Data Protection Act 2018 and UK GDPR, each as amended by the Data (Use and Access) Act 2025.

14.12. **Confidentiality:** A member of faculty or staff who is approached by a student should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the student and/or other students safe. The degree of confidentiality should always be governed by the need to protect the student and undertaken in accordance with the school Safeguarding Children and Child Protection Policies.

15. Cyberbullying:

15.1. Cyberbullying (sometimes known as online bullying) is bullying using technology, particularly over the internet or via mobile devices and/or gaming networks. Cyberbullying can happen at any time, with the potential for a large audience due to the ability to share and forward content to others at scale. Search powers included in the 2011 Education Act give schools powers to tackle cyberbullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic equipment, including mobile devices. TASIS England operates as a mobile phone-free environment by default (see the Online Safety Policy); the Independent School Standards guidance (April 2026, paragraph 3.23) notes that inspectors may explore the impact of mobile phone use on bullying, behaviour and wellbeing where a school is not mobile phone-free.

15.2. Here are some examples of cyberbullying:

- **Text message bullying** - sending unwelcome texts that are threatening or cause discomfort.
- **Picture/video clip bullying via mobile phone cameras or webcam** - including upskirting and sending or posting messages or images of a target without their explicit consent.

- **Phone call bullying** - can include silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible.
- **Email bullying** - sending bullying or threatening messages, often using someone else's name to pin the blame on them.
- **Chat room bullying** - involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
- **Bullying through instant messaging (IM)** - where children and young people are sent unpleasant messages as they conduct real-time conversations online.
- **Bullying via social networking websites** - includes insulting blogs, personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyberbullying (Facebook, Instagram, Twitter, Snapchat, etc).
- **Making or sharing of nudes and semi-nudes (the terminology used in KCSIE 2026, replacing 'youth produced sexual imagery' and 'sexting')** - children and young people (under 18 years of age) who share sexual imagery of themselves, or peers, are breaking the law. There is scope for this activity to be exploited as bullying. Students are made aware of the illegality of making or sharing nudes and semi-nudes through the school's PSHEE provision. If the incident/report involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed by the Internet Watch Foundation (IWF). Childline/IWF Report Remove is a free tool that allows children to report nude or sexual images and/or videos of themselves that they think might have been shared online
- **Use of generative artificial intelligence (AI)** to create or share 'deepfakes' (images, text, audio or video hoaxes/voice clones), or to generate other abusive content intended to harass, threaten or humiliate.

15.3. Cyberbullying can differ to other forms of bullying and can have a far greater impact due to the following:

- Invasion of personal space - the target cannot escape it
- The potential anonymity of the bully
- The ability to broadcast upsetting messages and images rapidly to a large audience and to continue to do so repeatedly over a long period of time
- Students who don't typically engage in bullying behaviour might inadvertently join in by commenting, forwarding or circulating hurtful messages or images

15.4. Students should remember the following:

- Always respect others - be careful what you say online and what images you send
- Think before you send - whatever you send can be made public very quickly and could stay online forever
- Don't retaliate or reply online

- Save the evidence - learn how to keep records of offending messages, pictures or online conversations. Ask someone if you are unsure how to do this. This will help to show what is happening and can be used by the school to investigate the matter
- Block the bully. Most social media websites and online or mobile services allow you block someone who is behaving badly
- **DO NOT** do nothing - if you are aware of any form of cyberbullying taking place, support the target and report the bullying.

We will offer parents information sessions on the dangers of cyberbullying and online child protection issues at regular intervals. Our DSL and Online Safety Coordinator has a duty to deliver age-appropriate guidance and information on cyberbullying to all of our students.

15.5. Responding to Cyberbullying: If the school were to find that a member of the school community was involved in cyberbullying, our approach would follow the same procedures as the other types of bullying identified, including our child protection procedures where appropriate. This may include working with the police in serious cases.

15.6. Online Forms of Abuse (also see our Safeguarding Children and Child Protection Policy): Information and communication technology (ICT)-based forms of child physical, sexual and emotional abuse can include bullying via mobile telephones or online (internet) with verbal and visual messages. This can also include child sexual abuse. All faculty and staff are alert to the signs that a child may be at risk, or may have been abused online, and will follow the school's child protection procedures (Please see our Safeguarding Children and Child Protection Policy for more details).

15.7. **Generative artificial intelligence (AI)**: TASIS England recognises that AI can support learning but may also be used to bully others (for example, creating 'deepfakes'). Any use of AI to bully, harass or intimidate will be dealt with in line with this Anti-Bullying (Countering Bullying) Policy and our Behaviour Management, Discipline & Sanctions Policy.

16. Preventing an Environment Which Is Hostile to Those With Protected Characteristics

16.1. The school is alert to practices, behaviours and interactions which may create or allow a hostile environment for students with protected characteristics and will intervene through appropriate action, such as disciplinary and/or educative action as the situation requires, with a view to embracing diversity and creating a positive, inclusive and equitable culture in which every student can feel valued and flourish.

This may entail addressing not only negative behaviours but also addressing a lack of positive behaviours and proactively dismantling a hostile environment. Examples of good practice include addressing issues of unconscious bias by the faculty/staff body through formal training to help ensure that those with protected characteristics are fully included in the life of the school; routinely considering the equity of policies when they are initiated or reviewed; reviewing the adequacy of their arrangements for listening to students (hearing the students' voice).

We regularly review our educational content to ensure that it is appropriate and where it raises controversial topics, these are dealt with sensitively and in context to the situation or period of time.

Public Sector Equality Duty (PSED): Although not a listed public authority, TASIS England aligns with the principles of the PSED by considering equality impacts when reviewing bullying evidence and setting actions.

17. Online Safety - (for Cyberbullying - please refer to section 15 of this policy)

14.1. In accordance with legislative requirements, we have a whole school approach to online safety including online radicalisation which can be located in the school Online Safety Policy published on the school website.

15. Staff Training

15.1. We raise the awareness of faculty/staff through training, so that the principles of the Anti-Bullying (Countering Bullying) Policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems and sources of support are available.

15.2. Where appropriate, we can invest in specialised skills to understand the needs of the students, including those with a protected characteristic.

16. Classroom/Boarding House Management

16.1. We take specific steps to prevent and respond to bullying in boarding (including in houses, during evenings/weekends and on trips). Boarders can report concerns directly to Houseparent's/boarding staff. Incidents in boarding are recorded and followed up in line with this policy and reported to the DSL; patterns are monitored termly by the DSL and Director of Boarding.

16.2. Teachers and House Parents and Boarding House management will link strongly to the school Behaviour Management, Discipline and Sanctions Policy. This includes a positive ethos with an emphasis on the dignity of each student, on praise and reward, rather than punishment.

16.3. The skills of self-discipline must be learnt early in life. All students should know that their teacher or House Parent is a person with whom they may raise issues that are affecting them.

16.4. Students will be given the opportunity in class to discuss bullying and how to deal with it. Students will be encouraged to discuss how they get on with others and how to form positive attitudes towards them.

16.5. This includes a review of what friendship is and how to treat people with dignity and respect.

16.6. Faculty and staff should be aware that they can radically affect the incidence of bullying and that it must always be taken seriously.

17. Recording of Bullying Incidents

20.1 A written record of all incidents of bullying will be made, so that patterns may be identified if there are any. We distinguish in our written records for incidents of bullying which are based on protected characteristics. This enables us to monitor our success in meeting other standards such as instilling values of tolerance and respect and actively promoting the wellbeing of our students. The records are maintained, monitored and reviewed by Section Heads, the DSL and the Head of School.

18. Bullying During Off-Campus Trips or Activities

18.1. If a bullying incident occurs during an off-campus trip or activity, the faculty or staff member in charge should:

a. Address the incident immediately, ensuring the safety and wellbeing of all students involved.

b. Report the incident to the Home Contact (and DSL and/or Head of School if necessary).

c. Document the incident in the school's CPOMS as soon as possible and follow up with the DSL.

Appendix A: Faculty and Staff Protocol for Addressing Issues of Bullying

If Bullying is suspected or reported, the incident will be dealt with immediately by the member of faculty or staff who has been approached.



The DSL or Sectional DDSL will acknowledge receipt of the report and address the issue in line with the outlined procedures in the Anti-Bullying policy, relevant to that section. The incident will be logged in the Sectional Anti-Bullying Log.



A clear account of the incident will be recorded on the schools Child Protection Online Monitoring System (CPOMS), linking all the students involved in the incident. The CPOMS log is categorised as a bullying incident.

Anti-Bullying Strategy - TASIS England is a TELLING and LISTENING school

