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. Child-on child 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 child-on-child 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, an Assistant Head of House, 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.

Note: interpretations and expansions of some of the clauses above, together with more detailed information on the School's approach, can be found below and in the 'Safeguarding and Child Protection Policy', which is 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. Charterhouse has a clearly defined set of values: moral courage, open-mindedness, perseverance, responsibility and (most important of all) kindness.

   The intention is that the School is a community that embodies and reflects 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.

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 discrimination, 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 for a number of reasons, not least of which is the fact that boarders who are being bullied (off-line) cannot escape their antagonists for the same periods of time as day-school pupils. Bullying on the basis of protected characteristics (listed above) is taken particularly seriously because of the potential vulnerability of these individuals.

12. In addition, bullying may cause short or long-term psychological damage. Any bullying which causes significant harm (or could cause significant harm) may constitute child-on-child abuse and is a child protection concern.

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 as follows:

Charterhouse is a kind, inclusive 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 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 every individual's responsibility 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 support 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

Management

18. The various ongoing initiatives and new initiatives implemented this year in support of this strategy are listed at Appendix Three. The development and success of this Strategy is reviewed by the SLT each Quarter and includes reference to the pupils' annual wellbeing survey and feedback from focus groups. The Governing Body and parents are also updated annually on these initiatives.

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 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 pupils 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 '**child-on-child 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 child-on-child abuse must be reported promptly and directly to the Designated Safeguarding Lead, for example (but not limited to):
    - the consensual or non-consensual sharing of nude and semi-nude images and/or videos ('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 'pantsing')
    - 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 child-on-child 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 the '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'.

'Say Something'

We wish to encourage all pupils to 'Say Something' when there is unacceptable behaviour of any description, whether they are the person directly affected or whether they witness unacceptable behaviour towards someone else. Pupils wishing to remain anonymous can use the online service 'Whisper'.

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.

Dealing with reports 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. 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.
3. 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.
4. Some of these very serious concerns have to be reported to outside agencies – see note below.

5. 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.
6. 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.
7. 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.
8. 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.
9. 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.
10. Once this information has been gathered, we can then speak to the pupil or pupils who are thought to have behaved unacceptably.
11. 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.
12. 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.
13. The senior member of staff will consider a range of possible escalatory interventions designed both to support victims and to educate perpetrators. In the first instance these might include:
    a. The Head of House or Head or Year speaking with pupil(s) individually, to identify unacceptable behaviour and give advice on rectifying the situation;
    b. House Monitors and/or a peer mentor(s) and/or a pupil(s) from the Peer Support scheme, working sometimes in collaboration with an adult, being asked to provide younger pupils with guidance on behaviour and relationships;
    c. Pupils involved being asked to reflect on their own experiences, behaviour and responses by writing them down and then collaborating in a supervised discussion.
14. If these initial interventions do not stop the bullying, or if the senior member of staff decides the matter is of sufficient gravity to warrant escalating immediately, then one or more of the following interventions will be implemented:
    a. A member of staff will be nominated to address a whole Division, Form, Year group or House group, to explain the issue and the School's expectations;
    b. Parents and/or chaplains and/or counsellors and/or medical staff will be enlisted in attempting to get pupils to analyse and reflect on their own motives and behaviour, and (where relevant) to seek and commit to a solution;
    c. A member of staff will oversee a restorative approach, whereby the perpetrator meets the victim (perhaps in the company of other peers and/or adults, potentially including parents);

    d. A member of staff will oversee a 'method of shared concern' approach, involving conversations with (usually) each member of a House year group both individually and collectively over a period of time.

15. The senior member of 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.

Consequences and Sanctions

1. The purpose of consequences and/or sanctions is to encourage a pupil who has not behaved appropriately to reflect on their behaviour, consider how it has affected others and to try to ensure that there is no repeat of any unacceptable behaviour.
2. Where responsibility has been established, every incidence of unacceptable behaviour is likely to result in, at the least, a 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.
3. 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. 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.
4. 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.
5. Suspensions and permanent exclusions are very rare. As a School our primary focus is the education and development of young people. Young people get things wrong and our 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 instances 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: CYBERBULLYING

This document complies with or has regard to the following:

Advice for parents and carers on cyberbullying (Department for Education 2014)

Boarding schools: national minimum standards (Department for Education 2026)

Cyberbullying Guidance for Schools (Childnet.com, online)

Keeping Children Safe in Education (Department for Education 2025)

Searching, screening and confiscation (Department for Education 2022)

Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS, 2020)

This document should be read alongside the following Charterhouse policies:

Policy on bullying, abuse and discrimination, and anti-bullying strategy

E-safety policy

IT pupil acceptable use policy

Mobile computing device policy

Safeguarding and child protection policy

Terms used in this policy

1. In this policy, '**platform**' refers to any software, website, chatroom, message facility, multimedia mobile or other app which facilitates electronic communication by voice, social networking, photo or video sharing, SMS/MMS or other instant text/image messaging, video or other online chat. Examples include (but are not limited to) Outlook, Facebook, Messenger, WhatsApp, YouTube, Twitter, Snapchat, Instagram, Chatroulette, Skype, Tumblr, Omegle, OhMeTV, TikTok and gaming chat rooms.

2. '**Device**' refers to any electronic device capable of facilitating the kinds of communication outlined above, including (but not limited to) mobile phones, smartphones, tablets, laptops, PCs and games consoles.

3. This policy relates both to what is done in public (on websites open for others to see) or private (in closed user-groups), and to devices which are controlled both by the School and by pupils personally.

How we define 'cyberbullying' at Charterhouse

4. Cyberbullying is the use of modern electronic technology to bully other people. Although it might provide a new temptation, the technology itself is not the problem, and in one sense cyberbullying is a variety of bullying which is no different from any other. The effects on the victim are much the same: damage to self-esteem and self-confidence, with possible severe and long-lasting consequences for mental health and wellbeing, in the worst cases leading to self-harm and suicide.

5. As with conventional bullying, cyberbullying is often linked to discrimination based on perceptions about gender, race, faith, sexual identity or special educational needs and disabilities.

6. As such, everything which is said in the school's main Anti-bullying policy about the definition and procedures for dealing with conventional bullying also applies to cyberbullying. Thus, cyberbullying is behaviour which

- hurts or distresses another pupil,
- is repeated, or part of a broader movement, and
- is based on an imbalance of power.

7. However, there are clearly distinct differences, too. For example, in conventional bullying an 'imbalance of power' may mean that the bully is physically larger than the victim, whereas in cyberspace one person doesn't need to be bigger than the other — he or she just needs to have (for example) power over images or information which the other person doesn't want shared.

The aim of this part of the policy

8. Charterhouse aims to eradicate bullying from the School community, and from the personal and professional conduct of its pupils in their lives beyond the School.

9. That aside, the reason why we need a separate cyberbullying policy is that the nature of modern technology means the School's response to the problem must be in large part educational. This means ensuring that staff and pupils are well-informed about the issues surrounding cyberbullying. A good part of the purpose of this policy, then, is not so much to define 'procedure' (although that is covered later), but to provide information for all members of the School community outlining the features of cyberbullying which are different and distinctive.

Some key differences between cyberbullying and conventional bullying

10. Unlike conventional bullying, electronic communications devices and platforms are a relatively new social phenomenon. Users are still learning how to behave, and supervisors how to respond.

11. These devices and platforms present a huge variety of temptations for one person to mistreat another, with some websites and apps even seeming positively to promote such behaviour.

12. The virtual world seems to be regarded differently, meaning that on occasion people who would not treat others badly face-to-face feel somehow able to do so in cyberspace.

13. Even though cyberbullying can be an extension of conventional bullying, the circulation of messages or images is almost too easy, meaning that people do not always think before indulging in behaviour which they might not have indulged in otherwise.

14. Electronic communication is also incredibly efficient, meaning cyberbullies can distribute messages and images rapidly to a wide audience. This in turn means that people who would normally be called 'bystanders' in conventional bullying situations now become 'accessories' to cyberbullying, often without realising it, because they are drawn into sharing the messages and images in an even wider circulation.

15. Potentially, the number of people who observe the bullying going on (or take part in it) is much larger than usual, and it may travel quickly beyond the School community. In some cases individuals are cyberbullied by people they have never met.

16. Unlike conventional bullying, the manner of distribution means that the person who created the original message or image is (potentially) invisible, and in some cases, cyberbullying is generated anonymously. Obviously, this can make it very difficult for the School (or other authorities) to identify perpetrators, especially when they are acting from remote locations or foreign countries.

17. Cyberbullying is also unusual in that, in the real world, it can be pervasive and invasive, meaning that it can potentially always reach victims and in all places, even those in which they would normally feel safe and secure.

18. Whereas in a school it is relatively difficult for a pupil to bully a member of staff in a conventional sense, it becomes much easier online, for example by leaving defamatory remarks on teacher-rating websites. Thus, in a school, members of staff can become victims of cyberbullying.

The laws relevant to cyberbullying

19. The last significant difference is that in the UK, conventional bullying (as distinct from abuse) is not in itself illegal, but cyberbullying can be illegal, due to the variety of laws which cover online behaviour:

- The Protection of Children Act 1978 (as amended by the Sexual Offences Act 2003) makes it illegal to make, possess, show or distribute indecent images of anyone under 18.

- The Public order Act 1986 makes it an offence "to display any writing, sign or other visible representation which is threatening or abusive within the hearing or sight of a person likely to be caused harassment, alarm or distress thereby."

- The Malicious Communications Act 1988 makes it illegal to send or deliver anything (including electronic communications) "for the purpose of causing distress or anxiety".

- The Computer Misuse Act 1990 makes it an offence to access or modify someone else's computer or data without their permission.

- The Protection from Harassment Act 1997 makes it illegal to pursue any form of persistent conduct which, in causing another person alarm or distress, amounts to harassment.

- The Data Protection Act 1998 makes it an offence to store or post certain types of information about other people (including images) without their permission.

- The Communications Act 2003 makes it illegal to send (or re-send) over a social media network any message which is grossly offensive, indecent, obscene or menacing.

20. Under the Education Act 2011, persons authorised by a head teacher can confiscate an electronic device if they think it has been used to commit an offence like one of those listed above, or otherwise break school rules. If they have good reason to do so, they can then examine any data or files the device contains.

21. Where sexual imagery is concerned, however, staff at Charterhouse work in line with guidance provided by a government agency, the UK Council for Child Internet Safety, which means that they will not view youth-produced sexual images.

22. If a member of staff believes that any kind of criminal offence has been committed, the School will inform the police.

Varieties of cyberbullying:

23. The first variety of cyberbullying is the use of any platform or device to cause someone distress or harm though the use of written text or the spoken word. This includes (but is not limited to):

- posting rumours, lies or inaccurate information
- taunting, mocking, insulting or humiliating someone
- threatening or otherwise attempting to intimidate someone
- making sexual, violent, or otherwise abusive comments directed against someone (including comments on supposed sexual behaviour, especially of girls)
- making silent calls or sending anonymous, unsolicited messages
- sending malicious messages which, although they do not directly name someone, are clearly about a person who will be recognised by a community or user group
- tagging text (including 'chat') by or about someone, or photos or films by or of them, with comments which are designed to be offensive or provocative ('trolling')
- sending messages in an apparently deliberate attempt to isolate or exclude someone, or to separate them from others

- harassing someone by (for example) deliberately trying to follow and perhaps comment on all their interests and moves online ('cyberstalking')
- attempting to force someone to do or say something by threatening to reveal something about them (blackmail)
- threatening to reveal someone's (supposed) sexual orientation without their knowledge, understanding or permission ('outing')
- attempting to trick or manipulate someone into doing, saying or revealing something ('grooming')

24. The second variety is the use of any platform or device to cause someone distress or harm though the use of image or film. This includes (but is not limited to):

- using any device to take pictures or make films of someone without their informed agreement, but with the potential for later causing them distress; for example, making and/or sharing films of attacks on others;
- digitally manipulating images to humiliate or insult someone, and/or sharing or posting such images on any platform;
- making or sharing images of someone which by their nature are threatening or intimidating;
- sending anonymous, unsolicited images or films;
- making or sharing images or films which ridicule or undermine someone to isolate or exclude them socially;
- making and/or sharing images of another person which are sexualised (see 32/33 below).

25. Third, the use of any device or platform to cause someone distress or harm by impersonating or otherwise misrepresenting them. This includes (but is not limited to):

- creating fake social networking profiles or web pages
- sending or posting information in someone else's name
- interfering with someone's own information after gaining access to it without their knowledge or permission
- 'borrowing' or stealing someone's device and using it to cause distress to a third person, to make that person believe the device's owner is responsible.

26. Fourth, the use of any platform to bombard someone else's device with information to render it slow or unusable.

The Advice we give to pupils

27. In addition to helping pupils understand the definitions and examples above, Charterhouse will give the following advice to them via dedicated PSHE sessions or form assemblies, and via well-trained and well-informed Tutors, Beaks and other staff:

28. You should be aware that a very large number of people on the internet are not who they say they are and do your best to avoid creating opportunities for others to bully or abuse you. Be extremely

careful when tempted to reveal personal information about yourself online or anywhere else (full name, date of birth, home, school or email address, mobile number), and do not post easily identifiable images of yourself in public. Never give your passwords or PINs to anyone else, and never leave an 'unlocked' device unattended.

29. You should be very careful about what you write in emails and messages, or the comments you make and images you post online, because these things can very quickly run completely out of your control. They may be used against you or come back to haunt you, even for many years in the future. Understand 'privacy settings' and use them to your advantage. If you would not feel comfortable wearing a comment or image publicly on your T-shirt, do not post it online.

30. You should remember that most social media sites nowadays have a facility for reporting unwelcome or generally offensive behaviour online. Make use of that facility if you need to. Stand up and be counted for the sake of a decent community — many sites require only two or three complaints to block or sanction a user behaving unpleasantly.

31. However, if you see a message, image or film which goes beyond 'unwelcome' and causes you or someone else personal distress, do not reply, or retaliate, or delete, or forward it. What to do next depends on what kind of message or image it is.

32. You must remember that making, forwarding, copying, posting or printing out a sexually suggestive image of someone under 18 (including nude or semi-nude images and videos) is a criminal offence. This is true even if the people involved think they have consented to it. In theory, to "make, possess, show or distribute an indecent image" can amount to no more than clicking on it to view it (or extreme adult pornography such as bestiality, rape or torture).

33. If you think you may have received such an image, tell an adult as soon as possible. Remember that if the message, image or film is particularly distressing to you (perhaps because it is sexualised), you can ask that no one amongst the School staff views it. Alternatively, all Charterhouse pupils have a 'Click CEOP' button on their Intranet home page, which allows them directly to contact CEOP (the national police agency which deals with online abuse). There are many other sources of information for pupils, several of which are listed in paragraphs 43 and 44 below.

34. If you think you are the victim of some other kind of cyberbullying, try to keep a copy of the message or image if you are able — perhaps using screenshot or 'Print Screen' copy to clipboard. Make a note of any relevant information such as time, content and caller ID.

35. You have the right not to be bullied, but we cannot help you if we have no way of knowing. If you are being bullied online, or you believe someone else is, speak to someone about it: perhaps your parent, your Tutor, a peer-supporter, your Head of House or House Assistant. If you tell a member of School staff, we will ask you how you would prefer to handle it, and work with you to find a solution.

36. If distressing messages or images have been sent to you from outside the School system or posted about you on the internet, we can help you put an end to it. For example, the I.T. Department will be

able to offer detailed technical advice on contacting specific service providers, and (if necessary) the School will work with your parents to make this contact on your behalf.

37. Be particularly careful about inadvertently creating opportunities for other pupils to be cyberbullied by making casual comments or joining in with conversations which appear to be harmless fun. The nature of electronic communication means that these situations can quickly spiral out of control and drag you into something you would not normally choose to be involved with.

38. You should be aware, also, that posting comments about (or images of) another pupil from a remote location using 3G, 4G or 5G, or a device at home or even in another country, will not render you immune from the charge of cyberbullying back at School.

Charterhouse's expectations of staff, and further information

39. Charterhouse staff are required to be familiar with the definitions and examples of cyberbullying outlined in this policy, and to support the School in its efforts to eliminate all kinds of bullying. They are also required to report any suspicions about cyberbullying or potential instances of it in the same manner as described in the School's Anti-bullying policy, and to record their concerns on CPOMS. It is especially important that the Deputy Head (Pastoral) is made aware of every case of potential cyberbullying, so that all concerns can be appropriately logged and form part of a broader overview.

40. All members of staff are required to inform the Designated Safeguarding Lead (or the police, or local authority, as appropriate) immediately of any instances of cyberbullying which could involve sexualised or physically violent comments, images and films, or anything which could potentially amount to abuse as defined in the School's Safeguarding and Child Protection Policy. In such cases, staff should not try to investigate or make a judgement, but simply pass on their concerns quickly and clearly, as detailed in that document.

41. Staff should be aware that the police require to be informed of any incident which might constitute a hate crime, here meaning any message, image or film which is perceived by the victim (or any other person) to be motivated by hostility or prejudice based on a person's disability or perceived disability; race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; or transgender identity or perceived transgender identity.

42. The School will always follow the advice of the police or local authority. When the School is dealing with instances of cyberbullying internally, it will provide support for the victim which will include assisting them to remove the offending material, and (if necessary) contacting service providers. The School may seek general (not pupil-specific) advice from the UK Safer Internet Centre's professionals' online safety helpline.

43. All staff should be aware that "just turn it off!" is usually not helpful advice to offer a child or young person. Staff should be able to offer pupils guidance on who to contact if they believe they are being cyberbullied, especially during School holidays:

Childline's "get support" page (Childline is run by the NSPCC)

CEOP's "make a report" page (This is a police agency, but offers advice directly to children)

Internet Watch Foundation's "make a report" page (Pupils can use this if they stumble across something they think might be illegal)

44. In addition, the following all offer good sources of information for pupils, parents and staff:

Anti-Bullying Alliance's pages on cyberbullying

Family Lives' pages on cyberbullying

Childnet.com's pages on cyberbullying

Internet Matters' pages on cyberbullying

NSPCC's pages on online safety

UK Council on Child Internet Safety's pages on online safety

APPENDIX FOUR: ONGOING INITIATIVES TO SUPPORT THIS STRATEGY

- Promotion of Good Behaviour Policy updated Sept 26
- Safeguarding Policy updated Sept 26
- PSHE/RSE curriculum reviewed for Sept 26
- Pupil Survey May 26
- Parent Survey (ISI) Sept 24
- Parent Survey (in-house) April 26
- Consent – Small Group Workshops for 2YS, 1YS and Fifth Form -Introduced in 2021. Ongoing
- Discriminatory Language Action Plan – introduced Sept 23 - ongoing
- Proactive Serious Incident Risk Assessments – introduced Sept 23 - ongoing
- Proactive Vulnerable Pupils Risk Assessments – introduced Sept 23 -ongoing
- Staff safeguarding INSET delivered – Aug 26
- Promotion of the school values and ethos – Sept 26 (key part of Induction Programme)
- Red Lines Assemblies for all year groups – Introduced Sept 25 – ongoing
- 'Say Something/Whisper' campaign – ongoing – key focus on this in start of year assemblies Sept 26
- 'We Belong' strategy – launched Sept 23 – relaunched to all year groups every year thereafter
- International Pupils action plan in place – ongoing
- Delivery of proactive safeguarding education to pupils – Introduced in 2022 - Ongoing
- Access to Wellbeing – ongoing
- Behavioural interventions reactive action plans – ongoing
- New School Monitors training – June 26/Sept 26
- Monitors Pledge – Sept 26
- Yr 9 Anti-bullying Contracts drawn up at the start of the year and reviewed with HoY – ongoing
- Peer Mentor Programme relaunched – June 25
- House families (buddy) system introduced – Sept 23 - ongoing
- CPOMS
- Pupil Monitoring via AS tracking (since 2019) and the new Pupil Dashboard (Sept 2023)
- Girls on Board training for girls house HHs

APPENDIX FIVE: 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 2026)
- *Boarding Schools: National Minimum Standards* (Department for Education, September 2023)
- *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
- Pupils Equal Opportunities Policy
- Principles and Practice Statement
- Safeguarding and Child Protection Policy
- Promotion of Good Behaviour Policy

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.