



TERRA NOVA
SCHOOL

Anti-Bullying Policy

This policy applies to all sections of the School, including the Early Years Foundation Stage (EYFS)

Reviewed: December 2025

Next review: December 2026

RATIONALE, AIMS AND OBJECTIVES

Terra Nova School is fully committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop their full potential. A central feature of the School is that all pupils should care for and support each other. Clear policies are communicated to parents, pupils and staff, and we create an environment of good behaviour and respect, with helpful examples set by staff and older pupils and the celebration of success.

Rationale

The School is well aware of the physical and psychological damage that bullying can cause and will therefore act appropriately when allegations of bullying have been made. Terra Nova School believes that:

- All forms of bullying are unacceptable;
- Pupils should be taught and understand the damage bullying can do to members of our community and that it is unacceptable;
- In dealing with and identifying bullying, parents, staff and the pupils all have important roles to play;
- Bullying will not be tolerated and any allegation will be treated very seriously. The School treats all pupils, and their parents, fairly and with consideration and expects them to reciprocate this towards each other, the staff and the School;
- Where necessary, sanctions described in our Behaviour Policy and Discipline & Exclusion Policy are available and used to respond to behaviour that constitutes bullying or harassment of any kind. It is also understood that, although bullying is not a criminal offence, there are criminal laws which apply to harassment and threatening behaviour or communications.

Aims and Objectives

Terra Nova School aims:

- To create an environment where children feel safe and do not fear bullying;
- To encourage a caring and co-operative attitude among pupils;
- To inform parents, pupils and staff about how to identify and deal effectively with bullying;
- To respond quickly and appropriately to all instances of bullying.

DEFINITION OF BULLYING

Terra Nova recognises the Anti-Bullying Alliance definition of bullying, which states that “bullying is defined as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

The School recognises that bullying may take many different forms, which may include any of the below, in isolation or in combination with another:

- Physical bullying - *use of violent or physical behaviours to cause harm or to intimidate*
- Verbal bullying - *use of words directed to an individual or individuals designed to cause harm or to intimidate, e.g. name-calling, humiliation, threatening, shaming*
- Emotional bullying - *use of emotions such as excluding or ignoring, gaslighting, tormenting to cause distress or upset*
- Sexual bullying - *repeated, unwanted sexual attention that may be physical or verbal in nature and may be directed at one individual or a group of individuals, including physical contact, sexually abusive comments, the use of inappropriate gesture, explicit messaging, upskirting, relationship shaming*
- Racist - *the use of racially offensive language including name-calling, cultural stereotyping, accent-shaming, excluding due to ethnicity, offensive graffiti or racist symbols, sharing of racist materials*
- Gender-related / Homophobic - *use of words designed to cause harm due to a person's sexuality (perceived or otherwise) or gender, isolation due to sexuality (perceived or otherwise) or gender.*

The above list is not designed to be exhaustive. The School recognises that bullying behaviours may be displayed in-person or online, and will respond to both in the same way.

The School also understands, and will educate its community to understand, that it is against the law to discriminate against anyone because of a protected characteristic, listed below as defined in the Equality Act (2010):

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy/maternity
- race
- religion
- sex
- sexual orientation

RELEVANT AND INFORMATIVE DOCUMENTATION

- Keeping Children Safe in Education (latest version, DfE)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2025)
- Preventing and Tackling Bullying (DfE, July 2017)
- Cyberbullying: Advice for Headteachers and School Staff (DfE, 2014)
- Advice for parents and carers on cyberbullying (DfE, 2014)
- Statutory Framework for the Early Years Foundation Stage (DfE, 2024)
- Equality Act (2010)
- National Minimum Boarding Standards (DfE, September 2022)
- Safe to Learn – Embedding anti-bullying work in Schools (DCSF, 2007)
- Bullying - A Charter for Action (DCSF)

PROCEDURES

Identifying and Reporting Bullying

Any suspected incident of bullying must be reported to the child's Form Tutor, Deputy Head or Headmistress. Incidents may be reported by any member of staff (whether teaching, or non-teaching), by pupils or by parents. Sometimes it is not specific incidents but changes in behaviour that may indicate a child is being bullied.

Indicators that a child may be being bullied may include those listed below, although this is not exhaustive:

- Changes to their usual routine;
- being unwilling to go to school (school phobic);
- becoming withdrawn, anxious or lacking in confidence;
- starts stammering;
- feeling ill in the morning;
- deterioration in school work;
- possessions which are damaged or 'go missing';
- increased aggression;
- disruptive or unreasonable behaviour;
- bullying other children or siblings;
- lack of appetite;
- being frightened to say what's wrong;
- giving improbable excuses for any of the above;
- being afraid to use the Internet or mobile phone;
- being nervous or jumpy when a cyber-message is received.

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 and reported by parents and teachers.

Pupils

The procedures and strategies outlined in this policy apply to both day (including EYFS) and boarding pupils, and to incidents that are alleged to have taken place within the boarding house. In the event of a bullying incident involving a boarder, the Head of Boarding will liaise closely with the relevant Form Tutor, Deputy Head and Boarding Staff. The Head of Boarding meets with all boarders to discuss issues and to ensure that all boarders are clear on who to turn to if they wish to report an incident of bullying in the Boarding House.

COLLECTION OF INFORMATION

When an allegation has been made the Form Tutor or Deputy Head will investigate the allegation through conducting an individual interview or discussion with the victim and, as appropriate, with other parties involved. In some instances, to protect a victim, confidentiality can be maintained; however, this cannot always be guaranteed, and where a pupil's safety or welfare may be at risk, it may be necessary for information to be shared with specific colleagues. Information will be treated sensitively and with discretion and confidentiality as far as is practicable.

All information or statements from these inquiries will be recorded initially as an Allegation of Bullying on CPOMS.

RESPONSE FROM THE SCHOOL

Where there is evidence to confirm that bullying has occurred, the Designated Safeguarding Lead will record this in the school's Bullying Log.

As part of the School's response, both victim and perpetrator will receive counsel and support in order to ensure that the bullying behaviour stops immediately.

Support for victims

Pupils who have been victims of bullying will be offered support in a multitude of ways, including (but not limited to) measures outlined below:

- Offered time to talk through the situation with a trusted adult, which may be a Form Tutor, Pastoral Lead, Nurse, School Counsellor, member of the Safeguarding Team or another adult in school, with conversation focusing on the victim's feelings about the experience and action taken;

- Offering reassurance that the bullying behaviours have been identified and are being dealt with;
- Regular, ongoing meetings, both formal and informal, to follow-up over time;
- Work to restore self-confidence and esteem
- Peer-group intervention to ensure friends are looking in on the situation and are providing support;
- Further peer-group work regarding 'upstanding';
- Discussion at fortnightly Pastoral Lead meetings, and the weekly staff briefing;
- Internal communication to staff to ensure ongoing close monitoring and recording, which may be summarised by the Deputy Head and shared with parents where appropriate.

Working with Perpetrators

The School adopts both a disciplinary and a restorative approach to dealing with confirmed incidents of bullying.

Those identified to have been involved or complicit in perpetrating acts of bullying at Terra Nova will be recorded as such. Sanctions will be managed on a case-by-case basis, and are designed to be as effective as possible both in ensuring that incidents cease immediately, and that the perpetrator(s) understands the harm that s/he has caused through his/her actions. Parents will be notified at all stages to ensure their support on dealing with the allegations. They will also be given strategies to help at home, if required, and informed of any findings.

Via restorative meetings and discussions, which may involve the victim(s) of bullying behaviours as part of mediation, perpetrators will be shown the steps to take to repair the damage caused, and will be given an opportunity to discuss the reasons underlying their behaviour. Perpetrators will be informed that no form of bullying will be tolerated, and that a suitably robust response to incidents of bullying will incur sanctions. In addition to the schedule of sanctions outlined in the school's Behaviour Policy, additional disciplinary steps may include:

- Regular meetings with a Pastoral Lead Teacher to further discuss the situation;
- A programme of meetings with the school Counsellor in order for further investigative work to take place, along with an assessment of risk;
- Reflections (Detentions) and/or withdrawal of privileges such as school representation (Fixtures, Concerts/Performances, Educational Visits) or flexi-boarding;
- Behavioural Report Card;
- Immediate internal isolation or temporary exclusion;

Where incidents of bullying do not cease to occur in light of sanctions and restorative work, more serious sanctions are likely, which may ultimately lead to permanent exclusion if deemed the most appropriate course of action by the Head.

The Discipline & Exclusion policy outlines further the school's approach to exclusion, including permanent exclusion.

A bullying incident should be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm'. In such circumstances procedures in the school Child Protection & Safeguarding Policy should be followed.

MONITORING AND FOLLOW- UP

The teacher dealing with the incident (whether Form Teacher, Pastoral Lead or Assistant or Deputy Head) will meet with the victim periodically in the days and weeks after an incident has been investigated, both to provide reassurance to the child and to ensure that no further bullying incidents are taking place. Staff will continue to record observations regarding the welfare of the children involved using CPOMS, and at this stage, the victim's parents will also be encouraged to keep the School informed of any potential issues.

The incident will continue to be raised at the appropriate, weekly briefing and the actions put in place discussed. The meeting is chaired by the Deputy Head and attended by all Section Staff (Prep or Pre Prep). Minutes from the meeting, with action points, are subsequently circulated to relevant staff.

Every member of staff has a responsibility to protect pupils from acts of bullying by ensuring that a coherent, consistent and robust anti-bullying stance is adopted at all times. Staff must know and understand this policy and its procedures, including the relevant personnel to whom they should report concerns regarding possible cases of bullying. In all cases, the Head retains overall responsibility for the School's anti-bullying strategy, the design, coordination and review of which is delegated on a day-to-day basis to the Deputy Head.

PARENTAL CONCERNS

If parents have any concerns about the way that their child has been treated, they should initially contact the Form Tutor. If the concern remains, they should contact the Head or Deputy Head.

If a parent feels that the School has failed to address their concerns, or has not followed its own policies and procedures, a formal complaint may be made; guidance on the School's complaints process may be found in the Parental Complaints policy.

PREVENTATIVE MEASURES

The School recognises that the strongest anti-bullying approach is one grounded in pupil education, and will ensure the whole community is clear about the anti-bullying stance which it takes through policies and procedures communicated to parents, pupils and staff. An environment of good behaviour and respect is upheld, modelled for all children by staff and pupils in positions of responsibility, and every chance will be taken to celebrate the success of anti-bullying work.

The School strives to ensure that pupils and parents are clear about the part they can play to prevent bullying, including reinforcing the important distinction between *upstanding* and *bystanding*. Every opportunity is taken to share the message that:

- Any form of bullying at Terra Nova is not tolerated;
- Pupils who experience bullying will be heard and that they can be confident in the school's ability to deal with bullying;
- All members of the community (staff, pupils and parents) have a part to play in preventing bullying, including when they find themselves as bystanders;
- All members of the community should report bullying and feel that they can get support to help them feel safe if worried.

The School's message regarding anti-bullying is shared and developed through the following areas:

- Pastoral guidance from the Pastoral Team and Form Tutors in identifying, responding to and preventing bullying;
- Schemes of work in PSHE, alongside additional educational forums such as assemblies, form periods, projects, drama, stories, literature, to include discussions of differences between people, protected characteristics, and the importance of avoiding prejudice-based language;
- Whole-school participation in national anti-bullying events such as anti-bullying week and odd socks day through the anti-bullying alliance;
- Regular reinforcement of Terra Nova's school values;
- Display work reinforcing the anti-bullying culture;
- Cross-curricular themes in subjects such as English and RS (TPR in Years 7-8);
- Promotion and support of the school Buddy System;
- Staff, pupil, parent training on cyber-bullying prevention;
- Work of the School Counsellor and an Independent Listener;
- A fortnightly Pastoral Lead Team meeting during which pupils vulnerable to affect or receive harm, including bullying, are discussed, along with strategies to intervene as relevant;
- Staff on duty being alert to potential bullying situations and areas where it may be more prevalent such as changing rooms, the lunch queues, and the toilets;
- Form Tutors' reinforcement of strategies for dealing with bullying behaviour and what pupils should do/who they may speak to if they feel that they are, or someone else is, being bullied;
- Staff training, including new staff induction, whole staff INSET and Professional Learning meetings, to raise awareness and ensure that the principles of the School's anti-bullying strategy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available;
- Where appropriate, investment is made in specialised skills to understand the needs of pupils, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils.

CYBER-BULLYING

Cyber-bullying is bullying that takes place using electronic technology, including mobile phones, computers and tablets as well as communication tools including social media, text messages, chat forums and websites. Examples might include abusive messages, rumours spread via email or social media, or dissemination of embarrassing pictures or videos. Cyber-bullying may be an extension of face-to-face bullying, or exist in standalone form, with electronic technology providing a perpetrator with a mechanism through which they may bully or harass their victim(s).

Cyber-bullying differs significantly in several ways from other kinds of bullying, including the invasion of home and personal space, the challenge in retaining control over digitally circulated messages, the size of the audience, and the sense or perception of anonymity.

In some cases, cyber-bullying is clearly aggressive; however, instances of repeated, prolonged, bullying via digital platforms both direct (targeted) and indirect (e.g. intentional exclusion from digital engagement) are equally as significant. The School recognises that some incidents of cyber-bullying may be proven to be unintentional, and a consequence of a pupil(s) not thinking fully about the impact of their words or actions. What may be considered a joke may not be received or understood as such, and the impact of such incidents is, by the nature of digital communication, often not immediately apparent to the perpetrator. In instances such as these, the approaches to prevention of bullying, as outlined earlier in this policy - such as ensuring that pupils in school can identify a trusted adult(s) to approach when concerned - are paramount.

The School understands that it is too easy to be a bystander within a digital forum; however, the School also recognises that bystanders may become perpetrators through sharing messages or images with friends that inflict further harm upon the victim(s). In these instances, pupils may not recognise themselves initially as participating in an act of cyber-bullying. It is therefore important that pupils are made aware that any online actions may have severe and distressing consequences, that certain online interactions may be illegal (for example, the sharing of nude or semi-nude images) and that participating in such activity may be treated as bullying.

There are particular features of cyber-bullying that differ from other forms of bullying which need to be recognised and taken into account when determining how to respond effectively. The key differences are:

- Location — the 24/7 and ‘any-place’ nature of cyber-bullying.
- Anonymity — the person being bullied will not always know who is attacking them.
- Motivation — some pupils may not be aware that what they are doing is bullying.
- Evidence — unlike other forms of bullying, the victim of the bullying may have evidence of its occurrence, and should ensure that this is retained.

Prevention

Using our school values, we seek to instill values in all members of our School, which should preclude all bullying. These values are supported through Form Time, PSHE and assemblies, as well as talks from visiting speakers and relevant agencies as appropriate to the age and stage of pupils. The School holds periodic Internet Awareness sessions for pupils and parents.

It is crucial to the School's success in dealing with cyber-bullying that all members of the community are made aware that it is unacceptable and should not be tolerated. It is the responsibility of all members of the community to promote these values and to take action if they are aware of it happening. To remain silent is to condone the action of the bully.

The following preventative measures are also employed by the school:

- All pupils are expected to adhere to the Pupil Acceptable Use Policy that they sign at the start of each academic year;
- The school may impose sanctions for the misuse, or attempted misuse of the internet;
- Terra Nova issues all pupils with their own personal School email address. Access to social media sites such as 'Facebook' or 'TikTok' or personal email sites is not allowed inside School;
- The school offers guidance to staff, students and parents on the safe use of social networking sites and cyber-bullying through PSHE lessons, Computer Science lessons and after-school workshops;
- Pupils are not allowed to use mobile phones, smart watches or devices with wireless internet connectivity, other than their managed BYOD device, during the school day; for full details, please refer to the school Online Safety policy;
- The use of cameras on mobile phones or tablets is restricted to use for recording educational achievements; in accordance with statutory EYFS requirements, mobile phones are not permitted in the Early Years sections of the school.

ADVICE TO PUPILS WHO ARE VICTIMS OF BULLYING, INCLUDING CYBER-BULLYING

- **Remember:** bullying is never your fault. It can be stopped.
- **Don't ignore it:** tell any adult that you trust - whoever that may be - or call an advice line. See the *Listening Tree* for further help.
- **Try to keep calm:** don't retaliate. If the bullying is online, don't return the message. Walk away and tell someone - bullies will keep going if they continue to get a reaction.
- **Keep your details safe:** whoever you think you're talking to online, don't give out any information about yourself such as your address, your school, your personal email etc. Your true friends will already know this.
- **Save the evidence:** if you have any messages or screenshots from online bullying, or any witnesses to incidents that take place in real life, keep these and show them to a teacher or trusted adult as soon as possible.



APPENDIX 1: CYBER-BULLYING - FURTHER ADVICE TO PUPILS

Being sent an abusive or threatening text message, or seeing nasty comments about yourself on a website, can be really upsetting. This code gives you five important tips to protect yourself and your friends from getting caught up in cyber-bullying, and advice on how to report it if it does happen. Be **SMART**:

1. **S**AFE

Keep safe by being careful not to give out personal information when you're chatting or posting online. Personal information includes your email address, phone number and password.

2. **M**EETING

Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present. Remember online friends are still strangers even if you have been talking to them for a long time.

3. **A**CEPTING

Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages!

4. **R**ELIABLE

Someone online might lie about who they are and information on the internet may not be true. Always check information with other websites, books or someone who knows. If you like chatting online it's best to only chat to your real world friends and family

5. **T**ELL

Tell your parents, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.

APPENDIX 2: DEALING WITH INCIDENTS OF CYBER-BULLYING

Information is crucial to dealing with any incident of cyber-bullying. Those who feel that they are being bullied via digital means, or who are witnesses to what they believe is bullying/cyber-bullying, should always tell a member of staff or another trusted adult.

Advice, support and counselling will be offered to all parties involved, and, if necessary, their parents.

1. If a pupil receives an abusive email or text, they should report the matter to a member of staff as soon as possible.
2. Depending on the nature of the allegation, the case will be taken up either by the Form Tutor, Pastoral Team, Deputy Head, Head or a combination of these people. The more serious the allegation, the more likely it is to involve senior staff and/or the Local Authority or the Police. All incidents will be recorded as per this policy.
3. An interview will be conducted; a record kept of the interview, and what is said to be corroborated. Notes, both rough copies and, where necessary, a brief summary and copies of any letters sent to parents will be put on pupils' files. Interviews will be conducted fairly, giving all sides the opportunity to state their case, so as to establish the truth in what seldom turn out to be straightforward issues.
4. The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Head, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.
5. If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.
6. Communications written to parents will detail the nature of the offence and any sanctions imposed, and will set out what improvements the School expects to be made in behaviour as well as the consequences of failure to improve.
7. At the conclusion of the investigation, if appropriate, one of the members of staff involved will contact parents of all pupils directly involved and inform them of action taken.

Wherever possible, the identity of informers and pupils other than the son or daughter of the parent will not be disclosed.

8. Sanctions applied, where necessary, should be done so in line with the school's Behaviour and Discipline & Exclusion policies. Additionally, where cyber-bullying is investigated, reference will be made to the Pupil Acceptable Use Policies (AUP).