Carshalton High School for Girls

# Anti-Bullying & Prejudice Policy

**Reviewed and Agreed by Carshalton Local Governing Body:** Autumn 2026

**Next Review:** Autumn 2029

Policy Notes may be subject to review and revision at any time by the Carshalton Local Governing Body notwithstanding that the next review date has not been reached.

Review dates are for guidance only and whilst the intention is always to arrange reviews within the stated time frame all Policy Notes will remain in force until this has taken place and been formally approved by the Carshalton Local Governing Body.

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## 1. Statement and Intent

Carshalton High School for Girls promotes an environment where all students are kind, reflective, resilient and responsible and where students can learn in a safe, calm and inclusive environment with sisterhood at the heart of our values. The school has high expectations for student behaviour and relationships.

All members of the school community should feel willing and able to report bullying behaviour without fear, confident that they will be listened to and that action will be taken to resolve the situation.

CHSG recognises that unkindness, bullying and child-on-child abuse can have a significant impact on students' emotional wellbeing, attendance, engagement and sense of safety. The school is committed to creating a culture where harmful behaviour is challenged consistently and where students feel respected, supported and safe.

CHSG recognises that some forms of bullying are prejudice-based and may target protected characteristics including race, religion, disability, sex, sexual orientation or gender identity. Such incidents will always be treated seriously.

CHSG is aware of the statutory power to discipline students for poor behaviour outside the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers the power to discipline students for poor behaviour when they are not on school premises. This can relate to bullying incidents occurring anywhere on or off the school premises, including online.

The school may investigate and respond to online behaviour occurring outside school where it impacts the safety, wellbeing or education of members of the school community.
This policy should be read alongside the school's Child Protection and Safeguarding Policy as child-on-child abuse must always be considered as a potential source of significant harm.

## 2. Aims

- To work towards eliminating bullying at CHSG.
- To support the Behaviour Policy.
- To ensure all members of the school community understand that bullying will not be tolerated and students are empowered to keep themselves safe.
- To ensure everyone understands the difference between unkindness, relational conflict, bullying and child-on-child abuse.
- To ensure all members of the school community understand their responsibilities in preventing and responding to bullying.
- To ensure there are effective strategies for minimising the risk of child on child abuse.
- To ensure all students feel safe, listened to and supported.
- To give parents/carers confidence in the CHSG approach to bullying.

## 3. Definitions

**Bullying:** The CHSG definition of bullying is: The intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

**Unkindness:** Unkindness is often a one-off incident where a young person says or does something hurtful without a pattern of behaviour developing. Unkindness should never be dismissed as "banter", "just having a laugh", "part of growing up" or "girls being girls". Doing so can contribute to a culture where harmful behaviour becomes normalised. All unkindness should be challenged and addressed appropriately.

**Persistent relational conflict:** Persistent relational conflict refers to ongoing disagreements, tensions or friendship difficulties between students over a period of time. Unlike bullying, it does not typically involve a deliberate pattern of harm, repeated targeting or an imbalance of power.

**Child-on-child abuse:** Child-on-child abuse is behaviour that causes significant harm or presents a safeguarding concern. This may include sexual harassment, sexual violence, harmful sexual behaviour,

coercive or controlling behaviour, sharing nude or semi-nude images, physical abuse, online abuse, prejudice-based abuse or misogynistic behaviour.

## 4. Types of Bullying

Bullying can:

- take place in school, out of school or both
- be a single serious incident or repeated incidents
- be by an individual or a group
- happen face-to-face or online
-

| Type | Examples |
|---|---|
| Physical | Hitting, kicking, pushing, tripping, damaging property, threatening physical harm |
| Verbal | Name-calling, insults, teasing, mocking, threats, offensive comments |
| Social or Relational | Exclusion, humiliation, spreading rumours, encouraging others not to be friends with someone |
| Psychological or Emotional | Intimidation, manipulation, coercion, humiliation, making someone feel frightened or isolated |
| Online (Cyber) | Hurtful messages, fake accounts, sharing images or videos, online rumours, online exclusion, Sharing AI generated images, use of anonymous messages platforms to cause harm. |
| Sexual | Sexual comments, sexual harassment, unwanted touching, sharing sexual images |
| Ethnic | Mocking someone's accent, making fun of traditional foods, deliberately mispronouncing someone's name, mocking traditional clothing or cultural dress. cultural celebrations or customs. |
| Racial | Racist comments, racist jokes, derogatory comments about a person's skin colour or physical features, excluding threatening, intimidating or physically targeting someone because of their race |
| Homophobic, Biphobic and Transphobic (HBT) | Homophobic or transphobic language, rumours, exclusion, deliberate misuse of pronouns |
| Disability-related | Mocking disability or additional needs, exclusion, discriminatory comments |

Some forms of bullying may break the law and may be reported to the Police by the school. This includes:

- violence and assault
- theft
- repeated harassment or intimidation
- sexual harassment or sexual violence
- hate crime
- online abuse or harassment
- prejudice-based abuse

## 5. Roles and Responsibilities

### 5.1 The Governing Body will:

• ensure the school has an anti-bullying policy and procedures in place to manage incidents of bullying.
• ensure serious bullying incidents are communicated to governors termly through the Headteacher's report.

### 5.2 The Headteacher will:

- ensure the school culture, ethos and values promote inclusion, respect and belonging.

- promote a culture where bullying concerns are taken seriously and where students, parents/carers and staff feel confident to report concerns.
- ensure there are effective procedures in place for reporting, recording, monitoring and investigating concerns relating to bullying, unkindness and child-on-child abuse.
- ensure incidents are accurately monitored so that patterns, trends and vulnerable groups can be identified and supported.
- ensure targeted preventative and restorative work takes place following incidents.
- ensure safeguarding concerns are referred to appropriate external agencies where necessary.
- monitor, review and update anti-bullying procedures and practice.
- ensure the policy is understood and implemented by staff, students and parents/carers.
- ensure the curriculum, PDP and wider pastoral provision support the anti-bullying policy.

**5.3 Senior Leadership Team (Pastoral) will:**

- oversee the strategic implementation of the anti-bullying policy across the school.
- ensure staff understand their responsibilities in preventing, identifying, recording and responding to bullying.
- support Heads of Year and pastoral teams with complex or serious incidents.
- monitor patterns and trends in bullying, unkindness and child-on-child abuse and coordinate interventions.
- ensure students, parents/carers and staff are regularly informed about anti-bullying expectations and procedures through assemblies, newsletters, meetings, parent information evenings, PDP and school policies.
- ensure appropriate staff training is in place regarding bullying, safeguarding, relational practice and restorative approaches.

**5.4 All Staff will:**

- create a safe, calm and inclusive environment where students feel valued and respected.
- actively promote the school values and challenge discriminatory or unkind behaviour.
- recognise that unkindness should never be dismissed as “banter” or “girls being girls”.
- address incidents in the first instance rather than simply passing concerns on.
- listen carefully and respond appropriately to students and parents/carers who raise concerns.
- recognise emotional language and acknowledge when students report feeling unsafe, targeted, isolated or humiliated.
- record concerns appropriately in line with school procedures.
- contribute to restorative and preventative work where appropriate.
- abide by the Anti-Bullying Policy.

**5.5 Class teachers will:**

- establish a positive classroom culture where students feel safe to learn and contribute.
- challenge unkindness immediately and consistently.
- use seating plans and classroom strategies to support positive student relationships.
- deal with lower-level incidents in the first instance through restorative conversations and appropriate sanctions where necessary.
- escalate concerns where patterns emerge or bullying is suspected.
- teach students about respectful relationships and bullying through the curriculum and daily interactions.
- ensure relevant behaviour incidents and sanctions are recorded appropriately on Arbor and safeguarding concerns are recorded on CPOMS.
- Ensure tutor is informed of all incidents of unkindness

**5.6 Heads of Department will:**

- support staff in creating a positive culture within curriculum areas.
- oversee investigations relating to incidents occurring within lessons or curriculum areas where appropriate.
- ensure statements are taken from relevant students and staff following serious incidents occurring in lessons.

- support teachers in addressing repeated incidents of unkindness or conflict.
- work alongside pastoral teams where bullying concerns involve students within lessons.

**5.7 Heads of Year / Assistant Heads of Year will:**

- lead investigations into alleged bullying incidents.
- ensure statements are taken from all relevant parties and witnesses and that available evidence, including CCTV where appropriate, is considered.
- make professional judgements regarding whether incidents constitute unkindness, persistent relational conflict, bullying or child-on-child abuse.
- ensure concerns are accurately recorded and monitored on CPOMS.
- communicate with parents/carers appropriately throughout investigations and outcomes.
- coordinate sanctions, restorative work, mediation and targeted support where necessary.
- monitor patterns of behaviour over time and coordinate preventative intervention.

**5.8 Form tutors will:**

- build positive relationships with students and create a supportive tutor environment.
- reinforce the school values and anti-bullying expectations regularly.
- encourage students to report concerns and seek support when needed.
- monitor peer relationships and raise concerns promptly where patterns of unkindness emerge.
- work with families and pastoral staff to support students involved in incidents.

**5.9 Pastoral Support Officers will:**

- support students who report bullying, unkindness or relational conflict following a TPS referral
- provide pastoral support and reassurance to students and families.
- facilitate restorative conversations and, where appropriate, enhanced restorative meetings or mediation work once allocated
- support follow-up work and monitoring after incidents have occurred.
- signpost or provide appropriate guidance and intervention where required.

**5.10 Students will:**

- be respectful of all students and adults and value difference and diversity.
- stand up for others and not be a bystander.
- understand what bullying is and how to report it.
- engage honestly and respectfully in restorative conversations, mediation or follow-up work when required.

**5.11 Parents and carers will:**

- regularly speak to their child about appropriate behaviour and respectful relationships.
- read, understand and support the school's anti-bullying policy and procedures.
- report concerns to the school in a timely and respectful manner.
- support the school's actions in dealing with bullying concerns.
- work in partnership with the school to support their child.
- support restorative approaches and mediation where appropriate.
- engage with wider support and external agencies where appropriate.
- monitor their child's online activity and use of social media where appropriate.

## 6. Prevention of Bullying

The school works towards preventing bullying by educating students about discrimination, respectful relationships and anti-bullying through the curriculum, PDP, assemblies and Anti-Bullying Week.

The school values of being kind, reflective, resilient and responsible underpin the school's culture and approach to anti-bullying.

Assistant Heads of Year, Heads of Year, Form Tutors and Pastoral Support Officers work proactively to promote positive relationships and support students where concerns arise.

The pastoral support teams, which include Form Tutors, Pastoral Support Officers and Heads of Year, promote anti-bullying and support students if concerns are raised. Their regular contact with students means they will often become aware of concerns at an early stage and be able to offer appropriate guidance and support.

## 7. Reporting Concerns

The usual ways to report concerns relating to bullying, unkindness or child-on-child abuse are:

- Students should report concerns to any member of staff.
- Students can report concerns using the online reporting system 'SHARP'.
- Parents/carers can report concerns by telephone, email or in person to any member of staff, including pastoral staff, safeguarding staff or the Senior Leadership Team.
- All staff have a responsibility to pass concerns to the appropriate pastoral and safeguarding staff for investigation and follow-up.

## 8. Procedures to Deal with Bullying or Suspected Bullying

When bullying, suspected bullying or serious unkindness is reported, it must always be treated seriously, sensitively and investigated in a timely manner.

### 8.1 Initial response

The first member of staff made aware of the concern should:

1. Recognise and acknowledge the feelings of the student involved.
2. Ensure the student feels safe, supported, listened to and taken seriously.
3. Avoid dismissing or minimising concerns without appropriate investigation.
4. Recognise and respond appropriately to emotional language, including where a student reports feeling unsafe, targeted, isolated or humiliated.
5. Challenge inappropriate behaviour immediately where appropriate.

### 8.2 Recording concerns

Concerns should be recorded appropriately on CPOMS using the relevant category. Relevant behaviour incidents and sanctions should also be recorded on Arbor where appropriate.

Relevant categories may include:

- Unkindness
- Persistent Relational Conflict
- Bullying Physical
- Bullying Verbal
- Bullying Cyber
- Bullying Racial
- Bullying Ethnic
- Bullying Homophobic
- Bullying Other
- Child-on-child abuse

Incidents should be recorded separately for the student affected and the student responsible for the behaviour.

The CPOMS record should include:

- details of the disclosure
- statements from all relevant parties, witnesses and bystanders
- screenshots, CCTV or other evidence where appropriate
- decision making and rationale
- sanctions applied
- restorative work completed
- follow-up actions and monitoring

### 8.3 Investigation

Where bullying is suspected, the appropriate pastoral team will investigate the concern. This may include:

- taking statements from all relevant students and staff
- speaking to witnesses and bystanders
- reviewing CCTV or online evidence where available
- considering patterns of behaviour over time
- communicating with parents/carers where appropriate

Following investigation, a professional judgement will be made regarding whether the incident constitutes:

- unkindness
- persistent relational conflict
- bullying
- child-on-child abuse

### 8.4 Outcomes and follow-up

Responses to bullying concerns should be proportionate, educational, restorative and supportive, whilst recognising the need for appropriate sanctions and safeguarding measures where necessary.

Outcomes may include:

- restorative conversations
- mediation agreements
- enhanced restorative meetings facilitated by pastoral staff
- specialist restorative intervention facilitated by a Pastoral Support Officer
- restorative or educational work with external agencies where appropriate
- educational interventions
- targeted pastoral support
- form Tutor/Year team check-ins and monitoring
- mentoring or supported reintegration work
- ELSA support
- counselling or therapeutic intervention
- parental meetings
- safety planning or risk reduction strategies where appropriate
- appropriate sanctions in line with the Behaviour Policy

Sanctions may include:

- Arbor behaviour sanctions
- Detention
- Level 2 ARC placement
- Suspension

Sanctions are likely to escalate where behaviour is repeated or where incidents are particularly serious.

The school will continue to monitor and follow up concerns after the initial investigation in order to ensure students feel safe and supported and that harmful behaviour has stopped.

Bullying data will be monitored regularly by pastoral leaders and safeguarding staff in order to identify patterns, vulnerable groups and areas requiring further intervention or education. This can be gathered via Student Voice, Surveys, Student council and focus groups

**Appendix 1 - Restorative Practice Protocol**

**Purpose and when to use**

Restorative practice provides a structured, relational approach to resolving persistent conflict between students, repairing harm and preventing further incidents.

It should be considered where students are involved in repeated disagreements, arguments, friendship breakdowns or threats arising from ongoing interpersonal conflict. Where appropriate, restorative intervention should be considered as an alternative to, or alongside, escalation through the Behaviour Policy, particularly where resolving the underlying relationship difficulties is likely to prevent further incidents.

Restorative practice does not replace safeguarding procedures, investigation or necessary sanctions. Where behaviour constitutes bullying, child-on-child abuse, serious threats, violence or coercion, or where there is a significant power imbalance, the priority is to protect the student who has been harmed and address the behaviour appropriately. Restorative work may subsequently be used where it is assessed as safe, appropriate and beneficial, but students should not be required to mediate where there is an ongoing imbalance of power.

**1. Suitability, parental involvement and participation**

- The Head of Year / Assistant Head of Year will assess whether a restorative route is appropriate, taking account of safeguarding concerns, the nature of the behaviour, any power imbalance, SEND or communication needs and the views of the students involved.
- Parents/carers will normally be informed of the proposed restorative approach and encouraged to support it. Restorative work forms part of the school's pastoral and behaviour response and does not require parental consent. Where a parent/carer does not support the proposed approach, their concerns will be considered, but the school may determine that restorative intervention remains appropriate.
- The school may direct a student to take part in individual restorative work, reflection and preparation where this is considered necessary to address behaviour, repair harm or reduce the risk of further conflict. A joint restorative meeting will only take place where the school is satisfied that it is safe and appropriate and that the students are sufficiently ready to participate constructively. The HoY/AHoY coordinates the formal restorative route; an appropriately trained pastoral colleague may facilitate the restorative work.

**2. Interim relationship agreement**

- Put a clear relationship agreement in place with each student while restorative work is undertaken. This is a school-directed behavioural and safety measure and does not require parental consent.
- Each student is expected not to approach or seek out the other student, and to walk away and seek adult support if the other student initiates conflict.
- Include any additional practical arrangements needed to reduce contact and prevent further escalation. Parents/carers should be informed of the agreement.

**3. Individual restorative meetings**

- Meet each student separately before any joint meeting. Establish their account, the impact of the conflict and what they need in order to move forward safely.
- Use restorative questions: What happened? What were you thinking and feeling? Who has been affected and how? What needs to happen to put things right? What could you do differently next time?
- Assess readiness for a joint meeting. A joint meeting should only take place when the school is satisfied that it can proceed safely and constructively.

**4. Joint restorative meeting**

- The facilitator sets clear expectations: respectful language, no interruptions, and either student may request a pause.
- Each student is given the opportunity to explain their perspective and listen to the impact on the other person. The facilitator summarises and clarifies without taking sides.
- Focus on what needs to change and what each student can personally do to prevent further conflict.
- Students are not required to apologise, forgive one another, accept another person's account of events or become friends. The aim is a safe, respectful way forward; this may include maintaining appropriate distance.

## 5. Restorative agreement

- Record the practical actions agreed by both students, including expectations for future behaviour, boundaries, how they will respond if difficulties arise and how they will seek adult support.
- Confirm whether the interim mediation agreement remains in place or can be amended following the meeting.
- Parents/carers should be informed of the outcome and any ongoing arrangements.

## 6. Review and escalation

- The Head of Year / Assistant Head of Year, or a nominated pastoral colleague, should review the agreement with both students, normally within two weeks.
- Check that the conflict has reduced, the agreement has been maintained and both students feel safe.
- Where conflict continues, the agreement is breached or new concerns arise, consider further pastoral intervention, safeguarding action and/or escalation through the Behaviour Policy.

## 7. Recording

- Record the restorative intervention and agreed actions on CPOMS using the appropriate category.
- Record relevant behaviour incidents and sanctions on Arbor in line with the Behaviour Policy.