



Anti-Bullying Policy

PC001

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CLT Approval	September 2025
Review Date	August 2026
To be reviewed by	Deputy Head Secondary (Pastoral)
Reviewing Body	College Leadership Team

SAFEGUARDING

At BCBV safeguarding is at the heart of everything we do. We are committed to creating a safe, nurturing and inclusive environment where every pupil can thrive. We believe children develop best when they feel secure, and we expect everyone in our community to uphold this commitment to every pupil's safety, dignity, and wellbeing.

SCHOOL AIMS

This policy is one way in which the College meets the following College Aims:

- To bring together the best of British independent education, as exemplified by Brighton College UK, with a deep respect for and celebration of Thai culture and identity.
- At the heart of our ethos is an unshakeable belief in the transformative power of a Brighton College education: one that shapes character, raises aspirations, and inspires each child to become the very best version of themselves.



PURPOSE

The Policy focuses on:

- Ensuring the College is a caring community in which all members are actively encouraged to respect other people and develop good interpersonal skills. This policy is written to help staff and pupils prevent bullying and deal with it when it occurs.
- Keeping pupils safe on College grounds and during any school-led activity. Therefore, the policy also applies to bullying behaviour outside of College of which the College becomes aware, and all forms of bullying whether on or offline.

1. AIMS AND OBJECTIVES

BCBV aims to encourage positive behaviour so that anti-social behaviour such as bullying is prevented (see Behaviour policy). Bullying is closely connected with pupil wellbeing and therefore will often require a safeguarding response. Bullying demonstrates a lack of respect for others which can overlap with abusive and harassing behaviour and which, in turn, can lead to a culture of unacceptable behaviours and an unsafe environment for children. All this informs the College's zero-tolerance approach, and it is essential that all staff understand the importance of challenging inappropriate behaviours between peers that are actually abusive in nature. We do all we can to prevent it, by developing an ethos in which bullying is regarded as unacceptable. Our aim is to produce a safe and secure environment where all pupils can learn without anxiety. This policy aims to produce a consistent College response to any bullying incidents that may occur. This includes a procedure to follow and how to record bullying to enable patterns to be identified. We aim to make all those connected with the College aware of our opposition to bullying. Everybody's responsibilities are made clear, with regard to the controlling and containing of bullying, should it arise, in our College

With this policy we seek to ensure that all members of the community:

- *Know how to recognise bullying*
- *Understand and support College procedures for preventing and reporting bullying*
- *Feel safe from bullying*
- *Are encouraged to challenge and report bullying.*



2. DEFINITIONS

2.1 Bullying

It is important to remember that not every act of unkindness can be classified as bullying. We recognise that sometimes pupils are spontaneously unkind to each other without thinking, and more often than not this is a one-off incident.

Bullying is any behaviour (which may be persistent or could even be in a single extreme instance), verbal, non-verbal, or physical, which intentionally upsets another person or persons or makes them unhappy. Different types of bullying may include racial, religious, cultural, sexual/sexist, homophobic, special educational needs/disability, and cyber (see below).

Bullying behaviour can include name-calling, taunting, mocking, making humiliating or offensive comments, gossiping, spreading hurtful rumours, laughing at somebody unkindly, taking or damaging somebody's belongings, threats or extortion, physical violence, using inappropriate body language, deliberately invading somebody's personal space, cyber bullying, and writing unkind notes or graffiti. Being present and giving approval to bullying behaviour and participating at any level in bullying behaviour, may also be defined as bullying. Being present and not doing anything to stop bullying behaviour may make someone complicit and could be considered as bullying behaviour.

Targeting someone or a group of people because of your views of their race, appearance, gender, sexuality, religion, culture, disability, likes and dislikes, musical tastes, attitude to College, or any other feature (including any learning difficulties or special educational needs) is also considered bullying.

Bullying may lead to serious psychological or emotional damage and even suicide. This kind of behaviour will not be condoned, either by staff or pupils. Pupils who bully may be expelled and, in some rare cases, tried under criminal law.

Bullying can involve an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or joking around, it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.



2.2 Cyberbullying

The high proportion of teenagers' interactions and social engagement which now occur online means that the scope for bullying and unkind behaviour to take place within the online space is very high. Cyberbullying can be considered a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. This is a growing issue and concern globally and staff are encouraged to read the [non-statutory guidance](#) from the UK DfE.

Cyberbullying is defined as bullying that takes place using technology. It can take the form of many behaviours including:

- *Harmful messages (text, instant, email)*
- *Impersonating another person online*
- *Sharing private messages*
- *Uploading photographs or videos of another person that leads to shame and embarrassment*
- *Creating hate websites/social media pages*
- *Excluding people from online groups*

Cyberbullying can be a form of online abuse, which can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

Staff attention is particularly drawn to the UKCIS guidance [Sharing nudes and semi-nudes](#): advice for education settings working with children and young people (updated March 2024) in relation to searching devices, viewing and deleting nudes and semi-nudes. In summary:

When an incident potentially involving nude or semi-nude images comes to your attention, report it to the DSL immediately.

- *Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal.*
- *If you have already viewed the imagery by accident (e.g. if a young person has shown it to you before you could ask them not to), report this to the DSL and seek support.*
- *Do not delete the imagery or ask the young person to delete it.*
- *Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.*



Further guidance is found in the College's ICT Acceptable Use Policy and Online Safety Policy. Any incidents of alleged cyber-bullying will be thoroughly investigated by the Safeguarding Team and Pastoral Leads. College staff should always ensure that any incidents or reports of inappropriate online behaviours, even if they do not meet the threshold for cyber-bullying, are recorded onto CPOMs as this will give overview of online behaviour concerns and may help not only early identification of possible issues, but a historic timeline of events that indicate cyber-bullying rather than unkind online behaviour. Where necessary, sanctions will be imposed as set out in the Behaviour Policy and support will be offered to both the victim(s) and perpetrator(s). Parents will be informed and the College will work with the parents and pupils involved to find a resolution and ensure, where necessary, support is given. Pupils who have been the subject of cyber-bullying will be monitored and supported by the pastoral team (Class Teacher/Form Tutor and KSM/HoY). For those who have carried out cyber-bullying or any other unkind and inappropriate online behaviour, measures will be put in place to help pupils reflect on their actions and the related consequences, understand the effects on others, support them in using the internet and digital technologies in a safe, kind and responsible manner and finally promote restorative justice.

2.3 Prejudice-based and Discriminatory Bullying

The definition of bullying in the introduction makes it clear that it may be motivated by prejudice, such as comments or references made about another person's race, religion, culture, gender, sexuality or disability, among other things. It can also be motivated by actual or perceived differences between children, such as where a child is adopted, in care or has caring responsibilities. These comments may be made to the person's face or online or in their absence.

A strong emphasis is placed by the College on each individual pupil feeling confident and free to be themselves, and it is vital that staff (and indeed other pupils) are quick to respond to any unkindness which may be targeted at such aspects of who a pupil is. This includes so-called 'banter' and jokes which will not be tolerated if linked in any way to unkindness or bullying which is in any way prejudice-based or motivated by discrimination.

2.4 Bullying and Pupil Wellbeing

The College has a responsibility to safeguard and promote the welfare of children, protecting children from maltreatment; preventing the impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Bullying is potentially constituting abuse, and is also a common feature of child-on-child abuse and harassment. Accordingly, bullying will often require a safeguarding response from staff. Wherever there is a safeguarding concern, College staff must discuss with the Designated Safeguarding Lead or Deputies so that appropriate action may be considered and taken.



3. PROCEDURES

3.1 General Guidance

If a member of the College community is suspected to be the subject of bullying, the following guidance should be used to report incidents:

- *If the bully is a pupil, report in the first instance to the Form tutor. The pupil would also be reported to the relevant Key Stage Manager/Head of Year, the Assistant or Deputy Head (Pastoral) and the DSL.*
- *If the bullying involves a member of staff, report to the Designated Safeguarding Lead or Head Master for advice. If the bully is a volunteer or visitor, report to the DSL.*
- *Where the bullying raises safeguarding concerns (for either victim or perpetrator), it must be reported to the Designated Safeguarding Lead so that appropriate action may be considered and taken (see Safeguarding policy).*

A decision will then be made within an appropriate time frame as to next steps. These may include the following, pertaining to both bully and victim:

- *An account should be compiled, which should be recorded on CPOMS for both the alleged perpetrator(s) and victim(s),*
- *Interviewing pupils (note the importance of not doing this initially where child protection policy is being followed);*
- *Interviewing staff;*
- *Gathering evidence, including transcripts or screenshots of electronic forms of bullying (although see the guidance above in Section 4 relating to nude/semi-nude images);*
- *Contacting parents (by phone and/or by meeting);*
- *Offering support and possibly recommending external counselling;*
- *Following up meetings and investigations by writing to parents (of both victim and bully) informing them of the outcomes; and/or*
- *Following up incidents with meetings for whole year groups to address general issues.*

Note:

The College will do all we can to ensure any bullied child continues to attend school. It is important that this support goes hand-in-hand with measures to tackle bullying so that bullied children feel safe at school, and on their way to and from school. Consideration will also be given to providing pastoral and/or counselling support to the bully.



3.2 Records of incidents

The Assistant or Deputy Head (Pastoral) keeps a central record of all bullying incidents and the names of all of those involved, which is shared with the DSL. These records are used to consider any patterns identifiable, and to help to evaluate the effectiveness of the approach adopted. In particular, it classifies, and seeks to identify any discernible patterns in relation to boarding status, year-group, House, or gender. The records should distinguish any incidents of bullying which are motivated by prejudice or discrimination, to enable us to monitor effectiveness in instilling values of tolerance and respect and actively promoting the well-being of pupils. A holistic picture is maintained across the various parts of College life through centralised record-keeping in CPOMS, which all teaching and support staff who interact with pupils record incidents on.

3.3 Possible sanctions are as follows (see also Behaviour Policy for sanctions)

Pupils who are found to carry out one-off incidents of unkindness can expect to be issued sanctions as set out in the Behaviour Policy. These should be reflective and restorative in their nature and proportional to the incident. Pupils who are found to carry out sustained/regular unkindness, systematic or serious bullying (which may include a single incident) can expect more serious sanctions, depending on their age and the nature of the incidents. Again, the opportunity to reflect on their behaviour and restorative outcomes should be included alongside sanctions. Staff who are found to carry out bullying will be dealt with through the staff discipline procedures.

Desirable outcomes would be to change the bully's behaviour, reconcile pupils and ensure both the victim and bully receive support. However, in serious cases of bullying, the most serious sanction will be used to ensure that no one at the College is subjected to bullying behaviour.

In all cases the Head or Deputy Head of School reserves the right to use their discretion in relation to the sanction given. The trust and confidence between the College, parents and pupils is a key component of the ongoing educational relationship.

3.4 Prevention of bullying

Bullying awareness training takes place annually for all teaching and support staff as part of their respective safeguarding training. Staff are expected to recognise bullying when it occurs and follow the College procedures. Staff are expected to know their legal and school-based responsibilities to challenge and report bullying behaviour, including in relation to on-line behaviour. Staff should know how to access or signpost appropriate support for all pupils and should be aware of those who may need specific support (eg SEN, LGBT) – see section on 'Vulnerable Pupils'. And staff must ensure that a victim should never feel ashamed, or be given the impression that they are creating a problem, by making a report.

BCBV seeks to prevent bullying by encouraging good behaviour, identifying when and where bullying is most likely to take place, and using this awareness to reduce risk.



The College places a very strong and repeated emphasis on kindness, equality and the value of every individual. Alongside this emphasis, the Leadership Teams makes it clear that bullying behaviour will not be tolerated, and every term pupils are reminded that they may forfeit their place at the College if they are involved in bullying another pupil. The College is an inclusive, open and tolerant community, and this message is underlined regularly by the all staff.

Bullying is more likely to happen when pupils:

- *Are not supervised (ie at lunch and break times);*
- *Are idle;*
- *Are settling into a new phase in the College;*
- *Join the College partway through the year;*
- *Are feeling vulnerable, perhaps if they are away from home or on a College visit; and/or*
- *Are identified as being different (eg because of an unusual interest, attribute, appearance or background).*

Adequate supervision by teachers, TLAs and supervisors can ensure that any signs of potential bullying can be identified quickly (see Supervision policy). In addition, the College tries to reduce risk by encouraging participation in the co-curricular programme, establishing a good induction and monitoring programme for new pupils and staff and implementing a careful buddying programme.

The Colleges seeks to minimise cyber-bullying through assemblies and newsletters, and via restriction of email and mobile phone use (see ICT Acceptable Use policy and the College's Online Safety policy). Internet-monitoring technologies are continually updated and harmful sites are blocked.

Pupils are made aware of their responsibilities within College and the College alerts parents to their responsibilities at home (when pupils can spend considerable time on computers). This includes safe and acceptable use of internet and electronic/digital services through devices not provided by the College and/or not used in school.

Kindness, respect, individuality, bullying, including cyber-bullying and online safety are major themes of PSHE lessons, assemblies and tutor time. These sessions aim to build confidence and resilience in the pupils, and also aim to help pupils understand and appreciate differences and to understand how to avoid prejudice-based language (eg specific sessions on so-called 'banter').

3.5 Vulnerable Pupils

Bullying can happen to all children and it can affect their social, mental and emotional health. College staff should support all pupils who are bullied. This means being alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact. There is evidence to suggest that pupils that are badly bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through cyberbullying.



Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example, those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of differences. Children in care that are frequently on the move may also be vulnerable because they are always the newcomer. For other examples of children who might be at risk of greater vulnerability, staff should refer to the College's safeguarding policy and to information in Keeping children safe in education.

These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition, children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all.

Children who are lesbian, gay, bi, or trans (LGBTQ+) can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+. Risks can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff, to help counter homophobic, biphobic and transphobic bullying and abuse.

There will also be a range of other local or individual factors that result in some children being more vulnerable to bullying and its impact than others. Being aware of this will help schools to develop strategies to prevent bullying from happening. It will also help schools be alert to those children who may be severely affected when it does occur.

The impact of bullying can be severe because of the nature and extent of the bullying or because it is combined with other factors such as those mentioned above that also affect the social, mental and emotional health of the pupil. For these pupils, strategies to reduce the likelihood of bullying occurring are especially important.



4. BEST PRACTICE

Our aims are achieved by providing clear guidelines to pupils, staff and parents.

4.1 Pupils

- *Pupils at the College commit to trying to follow the Brighton College Code of Conduct, which supports an anti-bullying ethos.*
- *Pupils are given a clear understanding of the College expectations on behaviour through assemblies, Personal, Social and Health Education (PSHE) and Wellbeing sessions, and through the school curriculum.*
- *Pupils are made aware of the harm that bullying causes and of the range of sanctions that the school is obliged to use.*
- *Pupils are given a clear understanding of the definition, impact and seriousness of bullying through the curriculum (year group projects, drama, stories, literature, historical events, current affairs).*
- *Pupils know what to do and who to turn to if they are being bullied.*
- *Pupils know what to do if they witness others being bullied. Pupils have a duty to report bullying whether it is happening to themselves or others.*
- *Pupil representatives (Pupil Council, Council Reps, House Captains etc) have a duty to report problems of bullying, individual or group, and to be involved in fashioning solutions with the school.*
- *Pupils will receive further support as necessary.*

4.2 Staff

Staff awareness of bullying takes place through training, meetings and discussions. All teachers at Brighton College Bangkok are trained to look out for the following signs of bullying:

- *Unexplainable injuries.*
- *Lost or destroyed clothing, books, electronics, or jewellery.*
- *Frequent headaches or stomach aches, feeling sick or faking illness.*
- *Changes in eating habits such as suddenly skipping meals or binge eating. Children may come home from school hungry because they did not eat lunch.*
- *Difficulty sleeping or frequent nightmares.*
- *Declining grades, loss of interest in schoolwork, or not wanting to go to school.*
- *Sudden loss of friends or avoidance of social situations.*
- *Feelings of helplessness or decreased self esteem.*
- *Self-destructive behaviours such as running away from home, harming themselves, or talking about suicide.*

Pastoral leaders are trained in logging and resolving bullying incidents when they do occur. The Supervision Policy gives very clear expectations of vigilant staff supervision (e.g. during break and lunch time and on the school buses). Staff must use CPOMs to report any incidents.



4.3 Parents

Parents are informed of the College's policy through the Parent Handbook and the Anti-Bullying Policy. Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher / Form Tutor or Key Stage Manager/Head of Year immediately. Parents will always be contacted if, after initial investigations have been carried out, their child is suspected to have been involved in an instance of bullying. Parents have a responsibility to support the College's Anti-Bullying Policy and to actively encourage their child to be a positive member of the school. Where cyber-bullying occurs, the College will provide guidance and support. When this happens outside the jurisdiction of the school, we will communicate and cooperate with parents as necessary.



APPENDIX A - BCBV ANTI-BULLYING CODE

1. The pupils of Brighton College do not tolerate bullying.

Bullying is any behaviour, verbal, non-verbal, or physical, deliberately designed to upset another person or persons or make them unhappy. Different types of bullying may include racial, religious, cultural, sexual/sexist, homophobic, disability, and cyber (see below).

Name calling, taunting, mocking, making humiliating or offensive comments, gossiping, spreading hurtful rumours, laughing at somebody unkindly, taking or damaging somebody's belongings, threats or extortion, physical violence, using inappropriate body language, deliberately invading somebody's personal space, cyber bullying, and writing unkind notes or graffiti are all examples of bullying behaviour and are UNACCEPTABLE at the College. Being present and doing nothing whilst someone else bullies another pupil could mean that you are also considered a bully.

'Cyber bullying' is bullying that takes place using technology. It can take many different forms, such as inappropriate text messaging and use of social network sites (like Instagram, YouTube, Line etc) as well as sending or sharing offensive or unwanted images by phone, internet or email.

2. Bullying a person because of your views of their:

Race, appearance, sexuality, religion, culture, disability, likes and dislikes, musical tastes, attitude to school, or any other characteristic or difference (actual or perceived) is also considered bullying and is unacceptable.

3. Support for each other is vital in this community.

If you come into contact with any of the above types of behaviour you must tell someone about it. This advice applies to us all: the witness, the bully and the victim. You all have a responsibility to our school and the people in it.

4. Who do you tell?

It is more important to tell someone than to worry about exactly who it is that you tell. Possible people to tell:

- *Deputy Head of Senior (Pastoral)*
- *Head of Year*
- *Form tutor*
- *A teacher you feel happy speaking with*
- *An older pupil*
- *The School Nurse*
- *A friend*

5. Never Suffer in Silence.

Be assured that anything you say will be dealt with in a sensitive way.

You will be taken seriously, supported and kept safe.