EF ACADEMY

International
Boarding Schools

OXFORD ANTI-BULLYING POLICY

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Author	EF Academy Oxford
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Document Purpose	To promote a safe, inclusive and respectful environment where all students feel valued and supported. This policy defines bullying, outlines procedures for reporting and responding to concerns, and explains how the School prevents, investigates and addresses bullying in all its forms.
Related Documents	Behaviour Policy | Safeguarding & Child Protection Policy |Online Safety Policy |Attendance Policy |Student Handbook |Complaints Policy |Staff Code of Conduct
Date of Next Review	January 2027
Change Log	**August 2026** – Full policy review and rewrite to align with the Behaviour Policy, Student Handbook, current safeguarding guidance, National Minimum Standards for Boarding Schools, and the use of Orah as the School's central recording and monitoring system. Updated definitions, reporting procedures, boarding-specific guidance, cyberbullying provisions and roles and responsibilities. **September 2026** – Administrative update to reflect the Principal and Deputy Head of School (DSL) roles in place from September 2026; next review scheduled for January 2027. Boarding role titles retained pending the January review. Agreed policy principles and procedures unchanged.

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Purpose

As part of EF Academy's mission of opening the world through education, we are committed to creating a community where every student feels safe, valued, respected and able to thrive. We believe every member of our community has the right to feel safe, valued and respected, regardless of their nationality, culture, language, ethnicity, religion, disability, sex, sexual orientation, gender identity or personal circumstances.

Our community is built upon the values of kindness, integrity, courage, commitment and respect. These values underpin how we learn, live and work together and shape our approach to preventing and responding to bullying.

Bullying, harassment, intimidation, victimisation, discrimination and any behaviour that undermines the dignity, wellbeing or sense of belonging of another person are not tolerated at EF Academy Oxford.

As an international boarding school, we recognise the importance of promoting positive relationships, encouraging students to seek support when concerns arise, and responding promptly and effectively to all reports of bullying.

This policy outlines the School's approach to preventing, identifying, reporting, investigating and responding to bullying, both in person and online. It also explains the support available to students and the responsibilities of all members of the School community in maintaining a safe and respectful environment.

Objectives

The objectives of this policy are to:

- Promote a culture of kindness, respect, integrity, inclusion and belonging.
- Prevent bullying in all its forms.
- Ensure students understand what bullying is and how to seek help.
- Provide clear procedures for reporting, recording and responding to concerns.
- Support students who experience bullying.
- Address bullying behaviour promptly, fairly and consistently.
- Ensure concerns are appropriately recorded, monitored and reviewed.
- Promote positive relationships within both the academic and boarding communities.
- Ensure staff, students and parents understand their roles and responsibilities in preventing and responding to bullying.
- Meet the School's safeguarding, welfare and boarding responsibilities.

Statutory Guidance

This policy has been informed by:

- Keeping Children Safe in Education (DfE, September 2026)
- Preventing and Tackling Bullying (DfE)
- Behaviour in Schools (DfE)
- Teaching Online Safety in Schools
- National Minimum Standards for Boarding Schools
- Equality Act 2010
- Education (Independent School Standards) Regulations 2014

Related Policies

This policy should be read alongside:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Attendance Policy
- Student Handbook
- Staff Code of Conduct
- Complaints Policy

Bullying concerns may, in some circumstances, constitute a safeguarding concern or child-on-child abuse. Where this is the case, concerns will be managed in accordance with the Safeguarding and Child Protection Policy and relevant statutory guidance.

Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts, intimidates, humiliates, excludes or harms another individual physically, emotionally, socially or online.

Bullying often involves an imbalance of power between the individuals involved. This imbalance may be physical, social, emotional, psychological, financial or based on status within a group. It may arise from age, physical strength, social influence, access to information, popularity, confidence, or the ability to isolate another person.

Bullying can occur in person, online, or through a combination of both. It may be carried out by an individual or by a group and may take place within the academic environment, boarding community, social settings, or online spaces.

Bullying is always taken seriously at EF Academy Oxford and will be investigated and addressed in accordance with this policy and the School's Behaviour Policy.

What Bullying Is Not

Not all conflict or unkind behaviour constitutes bullying.

Examples that would not normally be considered bullying include:

- A one-off disagreement between students.
- A single argument or conflict between friends.
- Occasional friendship difficulties.
- A difference of opinion.
- Accidental offence where no harm was intended.
- A one-off act of unkindness that is addressed and not repeated.

These behaviours may still be unacceptable and may be addressed through the Behaviour Policy, but they would not normally meet the definition of bullying unless there is evidence of repetition, intentional harm, intimidation, exclusion, or an imbalance of power.

The School recognises that each situation is unique and will consider the context, frequency, severity and impact of behaviours when determining whether bullying has occurred.

Types of Bullying

Bullying can take many forms, including but not limited to:

Verbal Bullying

- Name-calling.
- Insults and derogatory comments.
- Threats and intimidation.
- Mocking or ridiculing another person.
- Offensive or discriminatory language.

Physical Bullying

- Hitting, kicking, pushing or tripping.
- Physical intimidation.
- Damage to personal belongings.
- Taking or hiding possessions.
- Threats of physical violence.

Social and Relational Bullying

- Deliberate exclusion from groups or activities.
- Spreading rumours or gossip.
- Public humiliation.
- Manipulation of friendships or social relationships.
- Encouraging others to isolate an individual.

Prejudice-Based Bullying

Bullying motivated by prejudice or discrimination relating to:

- Race, ethnicity or nationality.
- Culture or language background.
- Religion or belief.
- Disability or special educational needs.
- Sex.
- Sexual orientation.
- Gender reassignment.
- Family circumstances or socio-economic background.

In an international school community, the School recognises bullying related to nationality, accent, language proficiency, cultural background or country of origin can be particularly harmful and will be addressed seriously.

Sexual Bullying

Sexual bullying may include:

- Unwanted sexual comments.
- Sexual harassment.
- Sexualised language.
- Inappropriate jokes or remarks.
- Sharing sexual rumours.
- Unwanted physical contact.
- Image-based abuse.

Sexual bullying may also constitute a safeguarding concern and be managed in accordance with the Safeguarding and Child Protection Policy.

Boarding-Related Bullying

As a boarding school, EF Academy Oxford recognises that bullying can occur within residential settings and boarding communities.

Examples may include:

- Deliberately excluding a student from social activities, shared spaces or boarding events.
- Intimidation or harassment within residences.
- Misuse of residence group chats.
- Tampering with personal belongings.
- Social isolation within boarding communities.
- Behaviour intended to humiliate, embarrass or undermine another student within the boarding environment.

Cyberbullying

Cyberbullying is bullying that takes place through digital technologies, online platforms or electronic communication.

Examples may include:

- Sending abusive, threatening or intimidating messages.

- Sharing embarrassing or private information without consent.
- Posting harmful content online.
- Creating fake accounts or impersonating another person.
- Excluding individuals from online groups or conversations.
- Encouraging others to target an individual online.
- Sharing manipulated or misleading content intended to cause harm.

Cyberbullying may occur at any time and can have a significant impact on an individual's wellbeing. Incidents occurring outside School may still be investigated where there is a connection to the School community.

Hazing and Initiation Activities

EF Academy Oxford does not permit any form of hazing, initiation ceremony or activity that humiliates, degrades, intimidates, excludes or risks emotional or physical harm, regardless of whether participation appears voluntary.

Students should never feel pressured to participate in activities in order to gain acceptance within a friendship group, residence, team, club or social community.

Bullying, Safeguarding and Child-on-Child Abuse

EF Academy Oxford recognises that bullying and safeguarding concerns can sometimes overlap.

Whilst many incidents of bullying can be addressed through education, support, intervention and behaviour management, some incidents may be sufficiently serious to constitute a safeguarding concern and require additional action under the School's Safeguarding and Child Protection Policy.

All staff should remain alert to the possibility that bullying behaviour may indicate a wider safeguarding issue affecting either the student experiencing the behaviour or the student displaying it.

Child-on-Child Abuse

The School recognises that bullying may form part of wider child-on-child abuse.

Child-on-child abuse is abuse that occurs between children and young people and may include:

- Physical abuse.
- Emotional abuse.
- Bullying, including cyberbullying and prejudice-based bullying.
- Sexual harassment.
- Sexual violence.
- Harmful sexual behaviour.
- Coercive or controlling behaviour.
- Abuse within intimate personal relationships.
- Image-based abuse.
- Online abuse and exploitation.

The School adopts a zero-tolerance approach to child-on-child abuse and will take all reports seriously.

Child-on-child abuse should never be dismissed as:

- Banter.
- A joke.
- A normal part of growing up.
- A friendship issue.
- Boys being boys.
- Typical teenage behaviour.

All concerns will be investigated appropriately and managed in accordance with the School's safeguarding procedures where required.

When Bullying Becomes a Safeguarding Concern

A bullying incident may be treated as a safeguarding concern where there is reason to believe that a student:

- Is suffering, or is at risk of suffering, significant harm.
- Has experienced sexual harassment or sexual violence.
- Has been subjected to harmful sexual behaviour.
- Has experienced discrimination or abuse linked to a protected characteristic.
- Is being coerced, threatened or controlled by another student.
- Is experiencing severe emotional distress.
- Is at risk of self-harm or suicide.
- Is being exploited online or offline.
- Has been subjected to image-based abuse or the sharing of indecent images.

Where there is any doubt as to whether a bullying incident meets the threshold of a safeguarding concern, staff should seek advice from the Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (DDSL).

Where appropriate, concerns will be managed in accordance with the School's Safeguarding and Child Protection Policy and relevant statutory guidance.

Vulnerable Students

The School recognises that some students may be more vulnerable to bullying or may face additional barriers to reporting concerns.

This may include students with:

- Special educational needs and disabilities (SEND).
- Mental health needs.
- Physical disabilities.
- Additional learning needs.
- Limited English proficiency.
- Protected characteristics under the Equality Act 2010.
- Social, emotional or family vulnerabilities.

The School is committed to ensuring all students feel safe reporting concerns and will provide appropriate support and reasonable adjustments where required.

Supporting Students

The welfare and safety of students is the School's priority.

Students who report bullying will be listened to, taken seriously and supported appropriately. The School will take reasonable steps to protect students from further harm whilst concerns are investigated and addressed.

Support may include:

- Meetings with a Pathway Manager.
- Support from House Parents, Senior House Parents or the Boarding Lead.
- Support from an Academic Tutor.
- Safeguarding support.
- Counselling or wellbeing support.
- Adjustments to academic, boarding or social arrangements where appropriate.
- Ongoing monitoring and review.

The School also recognises that students who engage in bullying behaviour may themselves require support, guidance and intervention to address underlying issues, repair relationships and prevent future incidents.

Roles and Responsibilities

Preventing and responding to bullying is the responsibility of all members of the School community. Students, staff, parents and school leaders all play an important role in creating and maintaining a safe, inclusive and respectful environment.

All members of the School community are expected to promote the School's values of kindness, integrity, courage, commitment and respect.

Students

Students are expected to:

- Treat others with dignity, kindness and respect.
- Contribute positively to the academic and boarding community.
- Refrain from engaging in bullying, harassment, discrimination or intimidation.
- Report concerns about bullying, whether they affect themselves or another student.
- Support peers who may be experiencing difficulties.
- Act responsibly if they witness bullying or inappropriate behaviour.
- Cooperate with any investigation into bullying concerns.

Students should never feel that reporting a concern is "telling tales". Reporting concerns helps to protect members of the School community and allows appropriate support to be provided.

Parents and Guardians

Parents and guardians are encouraged to:

- Support the School's commitment to preventing bullying.
- Raise concerns promptly where they believe a student may be experiencing bullying.
- Work collaboratively with the School when concerns arise.
- Support agreed interventions and actions designed to resolve concerns.
- Encourage their child to speak to a trusted member of staff if they are worried about themselves or another student.

All Staff

All staff have a responsibility to:

- Promote a culture of respect, inclusion and belonging.
- Take all concerns seriously.
- Challenge inappropriate behaviour when it occurs.

- Support students who report concerns.
- Record and report concerns in accordance with School procedures.
- Follow this policy and, where appropriate, the Safeguarding and Child Protection Policy.

Teachers

Teachers play a key role in identifying concerns at an early stage and creating a safe and respectful learning environment.

Teachers are expected to:

- Set and maintain clear expectations for behaviour.
- Foster positive relationships within the classroom.
- Challenge bullying, discriminatory language and inappropriate behaviour.
- Remain alert to signs of bullying, exclusion or changes in student wellbeing.
- Encourage students to seek support when concerns arise.
- Report and record concerns promptly.
- Work collaboratively with Academic Tutors, Pathway Managers and boarding staff to support students.

Academic Tutors

Academic Tutors support students' academic progress and wellbeing through regular contact and monitoring.

Their responsibilities include:

- Building positive relationships with students.
- Encouraging students to raise concerns.
- Monitoring student wellbeing and engagement.
- Supporting students affected by bullying.
- Communicating concerns to Pathway Managers and other relevant staff.
- Supporting agreed interventions and follow-up actions.

House Parents and Senior House Parents

House Parents and Senior House Parents play an important role in maintaining a safe and supportive boarding environment.

Their responsibilities include:

- Monitoring student wellbeing within residences.
- Identifying and responding to concerns within the boarding community.

- Supporting students affected by bullying.
- Reporting and recording concerns appropriately.
- Working with Pathway Managers, the Boarding Lead and other staff during investigations and interventions.
- Monitoring relationships and social dynamics within boarding houses.

Pathway Managers

Pathway Managers coordinate the School's response to most bullying concerns and play a central role in supporting student wellbeing.

Their responsibilities include:

- Receiving and responding to reports of bullying.
- Coordinating investigations where appropriate.
- Liaising with students, parents and staff.
- Ensuring concerns are appropriately recorded and monitored.
- Implementing and reviewing support plans.
- Coordinating interventions and follow-up actions.
- Escalating concerns where required.

Boarding Lead

The Boarding Lead oversees bullying prevention, intervention and monitoring within the boarding provision.

Responsibilities include:

- Supporting investigations involving boarding students.
- Monitoring patterns and trends within the boarding community.
- Supporting House Parents and Senior House Parents.
- Liaising with the DSL, Pathway Managers and other relevant senior leaders where concerns arise.
- Ensuring appropriate support and interventions are implemented within residences.

Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs)

The DSL and DDSLs provide advice and oversight where bullying concerns may also constitute safeguarding concerns.

Their responsibilities include:

- Determining whether concerns should be managed as safeguarding matters.
- Ensuring safeguarding procedures are followed where required.

- Supporting staff involved in safeguarding-related investigations.
- Liaising with external agencies where appropriate.
- Providing guidance on complex or serious cases.

Deputy Head of School (DSL)

The Deputy Head of School (DSL) provides oversight of serious, repeated or complex bullying concerns.

Their responsibilities include:

- Supporting investigations where appropriate.
- Ensuring consistency in the implementation of this policy.
- Reviewing patterns and trends.
- Determining appropriate interventions and responses in accordance with the Behaviour Policy.
- Supporting communication with students, parents and staff.

Principal

The Principal has overall responsibility for ensuring that:

- Effective measures are in place to prevent bullying.
- This policy is implemented consistently across the School.
- Appropriate resources, training and support are available.
- Serious incidents are managed appropriately.
- The School continues to promote a safe, respectful and inclusive environment for all students.

Reporting Concerns

EF Academy Oxford encourages all members of the School community to report concerns about bullying. Concerns will be taken seriously, handled sensitively and responded to appropriately.

Students should never feel that reporting bullying is "telling tales". Reporting concerns helps to ensure that all members of the School community feel safe, supported and respected.

Concerns may be reported by:

- Students who believe they are experiencing bullying.
- Students who witness bullying.
- Friends or peers who are concerned about another student.
- Parents or guardians.
- Staff members.
- Visitors or other members of the School community.

Reporting Concerns as a Student

Students are encouraged to speak to a trusted member of staff if they are worried about themselves or another student.

Concerns may be reported to:

- Any member of staff.
- A teacher.
- An Academic Tutor.
- A House Parent or Senior House Parent.
- A Pathway Manager.
- The Boarding Lead.
- The Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (DDSL).
- The Deputy Head of School (DSL).
- The Principal.

Students may report concerns in person, by email, or through any other appropriate communication channel made available by the School.

Reporting Concerns as a Parent or Guardian

Parents and guardians who have concerns about bullying are encouraged to contact the School promptly.

In most cases, concerns should be raised with the student's Pathway Manager, who will coordinate the School's response and ensure concerns are investigated appropriately.

Where appropriate, concerns may also be raised with the Boarding Lead, the Deputy Head of School (DSL) or the Principal.

Reporting Concerns as a Member of Staff

Concerns should be recorded on Orah in accordance with School procedures.

Where a member of staff becomes aware of a concern, they should:

- Take the concern seriously.
- Listen carefully and reassure the student.
- Avoid making assumptions or reaching conclusions before an investigation has taken place.
- Seek advice from the DSL or a DDSL where there is any concern that the matter may constitute a safeguarding issue.

Confidentiality

The School will treat reports of bullying sensitively and with appropriate confidentiality.

Information will only be shared with those who need to know in order to investigate concerns, safeguard students and implement appropriate support or interventions.

Students should be aware that it may not always be possible for concerns to remain confidential if there is a risk to the safety or wellbeing of an individual or where safeguarding procedures require information to be shared.

Anonymous Reports

Anonymous reports will be considered and investigated where sufficient information is available to do so.

However, anonymous reports can sometimes make investigations more difficult and may limit the School's ability to take action.

Responding to Concerns

All reports of bullying will be taken seriously and responded to appropriately. The School recognises that each situation is unique and will consider the nature, frequency, severity and impact of the behaviour when determining an appropriate response.

The School will seek to ensure that students feel listened to, supported and protected throughout the process.

Initial Response

When a concern is reported, the member of staff receiving the concern should:

- Listen carefully and take the concern seriously.
- Reassure the student that they have done the right thing by reporting it.
- Avoid making assumptions or reaching conclusions before an investigation has taken place.
- Make an accurate record of the information provided.
- Report the concern promptly in accordance with School procedures.

Where there is any indication that the concern may constitute a safeguarding matter, the Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (DDSL) should be informed immediately.

Recording Concerns

All bullying concerns, investigations, interventions and outcomes will be recorded on Orah.

Accurate recording enables the School to:

- Monitor individual concerns.
- Identify patterns and trends.
- Review the effectiveness of interventions.
- Ensure consistency in decision-making.
- Maintain appropriate safeguarding and welfare records.

Investigation

Bullying concerns will be investigated in a fair, proportionate and timely manner.

Depending on the nature of the concern, an investigation may be led by a Pathway Manager, Boarding Lead, Senior House Parent, the Deputy Head of School (DSL) or another appropriate member of staff.

An investigation may include:

- Speaking with the student reporting the concern.
- Speaking with the student or students involved.
- Speaking with witnesses.
- Reviewing relevant records and information.
- Reviewing online communications or other evidence where appropriate.
- Seeking information from relevant staff members.

The School will consider the wishes and feelings of the students involved whilst ensuring that decisions are made in the best interests of student welfare and safety.

Communication with Parents and Guardians

Parents or guardians will normally be informed where bullying concerns have been substantiated or where ongoing support and intervention are required.

The timing and nature of communication will depend on the circumstances of the case, the age of the students involved and any safeguarding considerations.

In some circumstances, advice may be sought from the DSL or external agencies before information is shared.

Outcomes and Interventions

Where bullying behaviour is identified, the School will implement appropriate interventions designed to:

- Stop the behaviour.
- Prevent recurrence.
- Support students affected.
- Promote positive behaviour and relationships.
- Address any underlying causes or contributing factors.

Interventions may include:

- Restorative conversations.
- Mediation, where appropriate.
- Behaviour support measures.
- Educational interventions.
- Pastoral support.
- Boarding support.
- Safeguarding support.
- Counselling or wellbeing support.

- Increased monitoring.

Behaviour concerns, interventions and sanctions relating to bullying will be managed in accordance with the Behaviour Policy.

Follow-Up and Monitoring

Following an investigation, the School will continue to monitor the situation to ensure that concerns have been resolved and that students feel safe and supported.

Follow-up actions may include:

- Review meetings with students.
- Communication with parents or guardians.
- Ongoing monitoring by staff.
- Additional support or intervention where required.
- Review of boarding, academic or social arrangements where appropriate.

Where concerns persist or further incidents occur, additional interventions or sanctions may be implemented.

Malicious or False Allegations

The School recognises that most reports of bullying are made in good faith and encourages students to raise concerns whenever they are worried about themselves or others.

Where it is determined that a deliberately false or malicious allegation has been made, the matter may be addressed in accordance with the Behaviour Policy.

The fact that an allegation is not substantiated following investigation does not, in itself, mean that it was made maliciously.

Recording, Monitoring and Review

EF Academy Oxford is committed to maintaining accurate records of bullying concerns in order to safeguard students, identify patterns, monitor interventions and evaluate the effectiveness of the School's response.

Recording Concerns

All bullying concerns, investigations, interventions and outcomes will be recorded on Orah.

Records should be:

- Accurate and factual.
- Completed in a timely manner.
- Relevant to the concern being reported.
- Stored securely and treated confidentially.
- Shared only with those who have a legitimate need to know.

Records should include:

- Details of the concern raised.
- Actions taken.
- Support and interventions implemented.
- Decisions reached.
- Follow-up actions and outcomes.

Monitoring and Oversight

Bullying concerns will be reviewed regularly to:

- Identify patterns and trends.
- Monitor the effectiveness of interventions.
- Identify students requiring additional support.
- Inform pastoral, behavioural and safeguarding interventions.
- Support the School's commitment to student wellbeing.

The School recognises that repeated low-level concerns may indicate a developing pattern and should not be considered in isolation.

Where patterns are identified, appropriate intervention and support will be implemented.

Leadership Review

Bullying concerns, alongside wider behaviour, wellbeing and safeguarding information, may be reviewed by relevant members of the Senior Leadership Team to:

- Monitor emerging trends.
- Evaluate the effectiveness of interventions.
- Ensure consistency of practice.
- Determine whether escalation or additional support is required.

The School will use this information to inform student support, staff training, policy development and preventative strategies.

Student Voice

The School values student feedback and seeks to understand students' experiences of safety, wellbeing and belonging within the School community.

Student voice may be gathered through:

- Student surveys.
- Student leadership groups.
- Tutor activities.
- Boarding forums.
- Informal and formal feedback opportunities.

Feedback will be used to inform preventative measures and improve the School's approach to tackling bullying.

Prevention and Education

EF Academy Oxford believes that the most effective approach to bullying is to create a culture in which students feel safe, valued, respected and included.

The School adopts a proactive and preventative approach to promoting positive behaviour, respectful relationships and student wellbeing. Through education, support, positive role modelling and community engagement, the School seeks to reduce the likelihood of bullying and encourage students to take responsibility for their behaviour and the wellbeing of others.

Community Expectations

The School's approach to preventing bullying is underpinned by the community expectations set out in the Behaviour Policy.

Students are expected to demonstrate respect, responsibility and integrity in all aspects of school life, including academics, boarding, activities, educational visits, social interactions and online spaces.

Respect

Students are expected to:

- Treat others with kindness, courtesy and respect.
- Value and respect different cultures, beliefs and perspectives.
- Respect personal boundaries and the rights of others.
- Develop and maintain healthy, respectful relationships based on trust, kindness and appropriate boundaries.
- Communicate appropriately with students, staff and visitors.
- Respect school facilities, residences, equipment and the property of others.

Responsibility

Students are expected to:

- Take responsibility for their behaviour and choices.
- Consider the impact of their actions on others.
- Demonstrate honesty, integrity and accountability.
- Follow school policies, procedures and reasonable staff instructions.
- Seek support when they are worried about themselves or another student.
- Report bullying, discrimination or behaviour that causes harm to others.

Integrity and Inclusion

Students are expected to:

- Act with honesty and fairness.
- Demonstrate empathy and compassion towards others.
- Celebrate diversity and different perspectives.
- Challenge prejudice, discrimination and unkind behaviour appropriately.
- Support peers who may be experiencing difficulties.
- Contribute positively to both the academic and boarding communities.

Promoting a Positive School Culture

The School promotes a culture based upon the values of kindness, integrity, courage, commitment and respect.

Positive behaviour, kindness, leadership, inclusion and contribution to the community are recognised and celebrated through the School's systems and programmes.

Student Education

Students are taught about bullying, respectful relationships, online safety and personal responsibility through a range of educational opportunities, including:

- Academic Tutor sessions.
- Pathways Support and wellbeing programmes.
- Assemblies and guest speakers.
- Safeguarding and online safety education.
- Boarding activities and residential programmes.
- Diversity, Equity, Inclusion and Belonging (DEIB) initiatives.
- Student leadership opportunities.
- Relevant curriculum content.

Students are supported to understand:

- What bullying is and how to recognise it.
- The impact bullying can have on others.
- The importance of reporting concerns.
- How to seek support for themselves or others.
- Responsible online behaviour and digital citizenship.
- Healthy relationships, boundaries and mutual respect.