



ANTI- BULLYING POLICY

Date policy accepted by the Governing Body:	Autumn 2026
Date for review:	Autumn 2027

Vision and Values

At our schools our philosophy is based on our Christian Values. The six values of Compassion, Endurance, Humility, Peace, Thankfulness and Trust, chosen by the staff and governors, reflect the aspirations we have for each child, to inspire a high level of spiritual and moral reflection and to challenge our learners to take responsibility for their own actions.

We believe that every child has the right to feel safe, included, respected and able to learn without fear of bullying, harassment, discrimination or intimidation. Our Christian ethos calls us to treat others with dignity, kindness and respect and to challenge behaviour that causes harm.

Expectations

It is a primary aim of our schools that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This policy is based on the ethos that a school is at the heart of the community and effectively communicates with that community. We aim to promote the success of all our children and the success of the school as a whole.

Safeguarding

We are fully committed to safeguarding our pupils through prevention, protection and support. Bullying and other harmful behaviour can be indicators of wider safeguarding concerns and may form part of child-on-child abuse.

Where a concern involves bullying, staff must consider whether there are safeguarding implications. Where a member of staff becomes concerned that an incident may constitute a safeguarding concern, they must report the concern to the Designated Safeguarding Lead (DSL) or Deputy DSL without delay and follow the school's Child Protection and Safeguarding Policy.

Child-on-child abuse can include bullying, physical abuse, emotional or psychological abuse, sexual harassment, sexual violence, harmful sexual behaviour, discriminatory behaviour, online abuse, coercive or controlling behaviour, intimidation and exploitation.

The school will consider the needs and safety of all children involved, including the child who has experienced harm and the child alleged to have caused harm. A child who has behaved harmfully may also have safeguarding needs. All safeguarding concerns must be recorded appropriately on CPOMS in accordance with the school's safeguarding procedures.

1. Aims and objectives

Bullying is unacceptable and can have a significant impact on children's wellbeing, safety and education. We therefore do all we can to prevent it, by developing a school ethos in which bullying is not tolerated. This policy aims to produce a consistent school response to any bullying concerns that may occur. We aim to make all those connected with the school aware of our opposition to bullying and make clear each person's responsibilities with regard to preventing and responding to bullying.

The policy applies to bullying in school, during school activities, on school trips and residential visits or online, where the behaviour has an impact on the safety, wellbeing or education of pupils or the wider school community.

2. Our School:

- Discusses, monitors and reviews our Anti-Bullying Policy on a regular basis.
- Supports staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensures that pupils are aware that bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils understand the school's expectations for behaviour.
- Reports back to parents/carers regarding concerns about bullying and deals promptly with concerns and complaints. Parents/carers in turn work with the school to uphold the Anti-Bullying Policy.



- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.
- Monitors areas, times and circumstances where bullying may be more likely to occur and takes proportionate action to reduce risk.

3. Bullying – a definition

There is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

3.1 Forms of Bullying

Bullying behaviour across all types of bullying can represent itself in a number of different forms. Children and young people can be bullied in ways that are:

Physical – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to do.

Verbal – by being teased in a nasty way; called gay (whether or not it's true); insulted about their race, religion or culture; called names in other ways or having offensive comments directed at them.

Indirect – by having nasty stories told about them; being left out, ignored or excluded from groups.

Electronic / 'cyberbullying' – via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones or other electronic devices.

3.2 Specific Types of Bullying

Bullying may be related to a child's identity, background, circumstances or perceived difference. This may include, but is not limited to:

- race, ethnicity, nationality or culture
- religion or belief
- sex or sexual orientation
- disability or special educational needs
- pregnancy or maternity
- appearance or personal circumstances
- family or home circumstances
- language or cultural background
- any other characteristic or difference which is used to target, exclude, intimidate or humiliate another child.

The school takes all forms of prejudice-based and discriminatory bullying seriously. Staff should respond to concerns promptly and sensitively, and should consider whether an incident may also constitute a safeguarding concern or child-on-child abuse.

No child should be treated less favourably, excluded or subjected to bullying because of a protected characteristic under the Equality Act 2010.

3.3 Roles within Bullying

The school recognises that bullying can involve different roles, including a child who initiates the behaviour, children who actively join in, children who encourage or reinforce the behaviour, bystanders and children who appropriately support others. Children may adopt different roles at different times. The school will avoid labelling children and will consider the needs, circumstances and behaviour of each child involved.

4. Preventing, Identifying and Responding to Bullying

We will:

- Work with staff and outside agencies to identify and address all forms of prejudice-driven bullying.



- Actively provide opportunities to develop pupils' social and emotional skills, including resilience, empathy and respectful relationships.
- Consider opportunities for addressing bullying through the curriculum, displays, peer support, Circle Time, School Council, worship and assemblies.
- Teach children how to recognise bullying, how to seek help and how to behave safely online.
- Train all staff to identify bullying and follow school policy and procedures.
- Monitor areas, times and activities where bullying may be more likely to occur.
- Provide appropriate support for children affected by bullying and appropriate intervention for children who bully others.
- Refer safeguarding concerns to the DSL without delay.
- Use CPOMS and the school's agreed behaviour recording systems appropriately.

5. Involvement of Pupils

We will:

- Regularly seek children's views on the extent and nature of bullying and their experience of safety and belonging.
- Ensure children know how to express worries and anxieties about bullying.
- Ensure all children know the range of responses and consequences that may be applied to harmful behaviour.
- Involve pupils in anti-bullying activities in school.
- Offer support to pupils who have been bullied.
- Work with children who have been involved in bullying to address the problems and behaviour.
- Encourage pupils to report concerns and support others safely. Pupils will not be expected to intervene directly where doing so could place them or another child at risk.

6. Liaison with Parents and Carers

We will:

- Ensure that parents/carers know whom to contact if they are worried about bullying.
- Communicate with parents/carers appropriately when concerns are substantiated or significant.
- Ensure parents/carers know about the school's Complaints Policy and how to use it effectively.
- Work collaboratively with parents/carers to support children and address concerns.
- Respect confidentiality and data protection requirements. The school will not share confidential information about another child.

7. Responsibilities

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

It is the responsibility of:

- **School Governors** – to take a lead role in monitoring and reviewing this policy and the effectiveness of the school's anti-bullying arrangements.
- **Head of School, Senior Leaders and all staff** – to be aware of this policy, implement it accordingly, challenge harmful behaviour and report safeguarding concerns without delay.
- **Head of School** – to communicate the policy to the school community and report to governors on its effectiveness.
- **Designated Safeguarding Lead** – to provide safeguarding advice, oversee safeguarding concerns arising from bullying and child-on-child abuse, and ensure appropriate records and referrals are made.
- **Pupils** – to follow the school's behaviour expectations, report concerns and support others safely.
- **Parents/Carers** – to work in partnership with the school, report concerns and reinforce respectful behaviour at home and online.

7.1 The role of governors

- The Governing Body supports the Head of School in all reasonable attempts to prevent and eliminate bullying.
- Governors monitor the effectiveness of the school's anti-bullying strategy and review this policy regularly.
- Governors receive appropriate anonymised information about bullying and behaviour trends.
- Governors consider whether particular groups of pupils are disproportionately affected and challenge leaders appropriately where trends or concerns are identified.
- Governors ensure that the school's arrangements remain aligned with current statutory guidance.



7.2 The role of the Head of School

- The Head of School implements the school anti-bullying strategy and ensures that staff are aware of the policy and know how to respond to concerns.
- The Head of School ensures that children understand the school's expectations and know how to report concerns.
- The Head of School ensures staff receive sufficient training to identify and respond to bullying and safeguarding concerns.
- The Head of School works collaboratively with the Senior Leadership Team and DSL to ensure that the policy is upheld.
- The Head of School monitors the effectiveness of the policy and reports to governors.

7.3 The role of the teacher and other staff

- Take all forms of bullying and harmful behaviour seriously and intervene appropriately.
- Listen to children and take concerns seriously.
- Record concerns accurately on the appropriate school system.
- Report safeguarding concerns to the DSL or Deputy DSL without delay.
- Support children who have experienced bullying.
- Work with the Head of School, DSL, SLT, SENDCO and pastoral staff as appropriate.
- Apply behaviour consequences in accordance with the Behaviour Policy, making reasonable adjustments where required.
- Maintain a climate of trust and respect for all.

8. Responding to a Report of Bullying

- When a concern is raised, the school will respond promptly and sensitively. The response will include the following stages, although the order may vary where immediate safeguarding action is required.
- **1. Listen** – Listen calmly and take the child seriously. Do not blame or dismiss the child.
- **2. Check safety** – Consider whether immediate action is needed to keep the child or another pupil safe.
- **3. Safeguarding check** – Consider whether the concern involves child-on-child abuse, sexual harassment or violence, discriminatory abuse, significant physical or emotional harm, threats, intimidation, exploitation or another safeguarding concern. If so, report to the DSL/Deputy DSL immediately.
- **4. Record** – Record the concern accurately on CPOMS or the school's agreed behaviour recording system, as appropriate.
- **5. Investigate** – Establish the facts as far as reasonably possible. Children should be spoken to separately where appropriate and staff should avoid unnecessary joint confrontation.
- **6. Respond** – Use proportionate behaviour consequences, pastoral support, restorative approaches where safe and appropriate, increased supervision, targeted intervention, parental involvement, SEND support or external agency support.
- **7. Follow up** – Check that the child feels safe and monitor whether the behaviour has stopped.
- **8. Review** – If concerns continue, escalate to SLT/DSL and review support, supervision and risk management arrangements.

9. Support for Children Experiencing Bullying

- The school recognises that bullying can have a significant impact on a child's emotional wellbeing, confidence, friendships, attendance, behaviour, learning and sense of safety.
- Support will be proportionate to the child's individual needs and may include:
 - a trusted adult and regular check-ins;
 - pastoral support;
 - support from the Pastoral Manager or SENDCO where appropriate;
 - friendship and social support;
 - changes to routines or supervision;
 - support with rebuilding confidence;
 - communication with parents/carers; and
 - referral to external services where appropriate.

10. Support and Intervention for Children Who Bully Others



- The school will hold children accountable for harmful behaviour while recognising that children who bully or harm others may also have underlying needs.
- The school will consider age, developmental stage, SEND, communication needs, emotional regulation, previous experiences, family circumstances, online influences, safeguarding concerns and other vulnerabilities.
- Children will be expected to take responsibility for their behaviour. Support may include restorative work where appropriate, emotional regulation support, targeted behaviour intervention, social skills support, pastoral support, SEND assessment or review, safeguarding intervention, work with parents/carers and external agency support.
- Consequences will be applied in accordance with the Behaviour Policy and will take account of reasonable adjustments where required.

11. Children with SEND and Additional Vulnerabilities

- The school recognises that children with SEND or other vulnerabilities may be at increased risk of bullying and may communicate concerns differently.
- Staff will consider communication and social needs when responding to concerns.
- Reasonable adjustments will be made where required.
- The school will consider whether additional supervision or support is necessary.
- Bullying related to a child's disability or SEND will be treated as a serious concern.
- SEND will not be used as a justification for harmful behaviour. The school will seek to understand behaviour while maintaining clear expectations for safety and respect.

12. Online and Off-Site Bullying

- The school recognises that children may experience bullying outside school and online. Where behaviour outside school has an impact on a child's safety, wellbeing, attendance, behaviour, relationships or ability to learn, the school will consider what action it can reasonably take.
- speaking with children and parents/carers;
- recording concerns;
- making a safeguarding referral;
- behaviour intervention;
- liaison with other schools or organisations;
- online safety advice;
- reporting content to the relevant platform; and
- contacting external agencies or the police where appropriate.
- Parents and carers remain responsible for supervising their child's use of devices and online platforms outside school. The school will work collaboratively with families to support children to stay safe online.

13. Sexual Harassment, Sexual Violence and Harmful Sexual Behaviour

- Sexual harassment, sexual violence and harmful sexual behaviour are not treated simply as another form of bullying. Where an incident involves sexual comments, sexualised name-calling, unwanted sexual remarks, sexual touching, sharing or requesting sexual images, sexual threats or other harmful sexual behaviour, staff must report the concern to the DSL immediately and follow the Child Protection and Safeguarding Policy.
- The school will not dismiss such behaviour as "banter", "just joking", "part of growing up" or "children being children". The needs and wishes of children who have experienced harm will be considered while ensuring that safeguarding responsibilities are met.

14. Equality and Inclusion

- The school is committed to equality of opportunity and to preventing discrimination, harassment and victimisation. The school will not tolerate bullying or discriminatory behaviour related to protected characteristics under the Equality Act 2010.
- The school will make reasonable adjustments where required for disabled pupils and pupils with SEND. The school will monitor whether bullying disproportionately affects particular groups of pupils and will take action where appropriate.
- This policy should be read alongside the school's Equality Policy.

15. Recording and Monitoring



- The school will maintain appropriate records of bullying and related incidents. CPOMS will be used where an incident involves a safeguarding concern or where the school's recording arrangements require this. Behaviour records will be used for incidents that fall within the Behaviour Policy but do not require a safeguarding record.
- The school will monitor:
 - number and type of incidents;
 - repeated incidents;
 - location and time of day;
 - year group and gender;
 - relevant protected characteristics;
 - SEND and vulnerable groups;
 - online incidents;
 - discriminatory incidents;
 - child-on-child abuse concerns;
 - actions taken and parental involvement;
 - repeat concerns; and
 - effectiveness of interventions.
- Monitoring will be used to identify patterns and inform preventative action. The school will not rely solely on the number of recorded incidents as an indicator of effectiveness, as a reduction in reports may also indicate under-reporting. Pupil voice will therefore form part of the monitoring process.

16. Confidentiality and Information Sharing

- The school will respect children's privacy and handle information sensitively. However, confidentiality cannot be promised where a safeguarding concern is disclosed.
- Information will be shared with relevant staff and agencies where this is necessary to safeguard children and in accordance with the school's safeguarding and information-sharing procedures. Records will be factual, objective and proportionate.

17. Complaints

- The school encourages parents and carers to raise concerns at the earliest opportunity. Concerns about bullying should initially be raised with the child's class teacher or the Head of School.
- The school will seek to respond promptly, sensitively and appropriately. If a parent or carer remains dissatisfied with the school's response, they may use the school's Complaints Policy.
- A complaint about bullying will not prevent the school from taking immediate safeguarding or behaviour action where necessary.

18. Monitoring and Review

- The Head of School and Senior Leadership Team will monitor the effectiveness of this policy through CPOMS, behaviour records, pupil voice, parent feedback, staff feedback, attendance information, safeguarding information, analysis of incidents, monitoring of vulnerable groups and playground/lunchtime observations.
- The policy will be reviewed annually or sooner where legislation or statutory guidance changes, significant incidents indicate that amendments are required, safeguarding procedures change, the Behaviour Policy is amended, or monitoring identifies a need for change.