

ANTI-BULLYING POLICY



***With God's Love we are a family; caring, learning
and growing together ”***

	Name of School	St John Fisher Catholic Primary
	Policy Review Date	November 2024
	Date of Next Review	November 2026
	Who reviewed this policy	Headteacher and Governors

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Statement of intent

St John Fisher Primary School believes that all pupils are entitled to learn in a **safe and supportive environment where all children feel safe**; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, e.g. learning about tolerance and difference as part of the school's curriculum, aim to promote **inclusion, mutual respect, and understanding of one another** inclusive. We aim to be tolerant and to have a supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behaviour Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

Aims of this policy

The school mission statement and core values underpin the way pupils are expected to treat each other. Bullying is contrary to these values and can cause long-term problems for individuals, as well as damaging relationships within the school community. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

At St John Fisher Primary School, we aim to raise every child's emotional intelligence and insight into their feelings and behaviour. We also aim to raise the self-esteem, self-belief and self-confidence in our pupils through the lessons they learn, our environment, our ethos and our responses

Safeguarding Team - Key people:

Mrs N Dickinson – Head Teacher & Safeguarding Lead.

Mrs J Harrison – Deputy Head & Behaviour Lead

Mr J McCulloch – SENDCo

Mrs C Smith – Deputy Safeguarding Lead and Pastoral Lead

1. **[Updated]** Legal framework

[Updated] This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- **[Updated]** DfE (2023) 'Keeping children safe in education 2023'
- **[Updated]** DCMS, DSIT, and UK Council for Internet Safety (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

[Updated] This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Suspension and Exclusion Policy

2. Definitions

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental or unintentional.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Remember STOP – it happens Several Times and On Purpose

Single acts of aggression or insulting behaviour would not normally be viewed as bullying. Such incidents will be dealt with in line with the school's behaviour policy.

Bullying is not:

- An occasional falling out between pupils including name-calling, arguments, teasing or physical contact.
- Leaving someone out of a game or not allowing a pupil to join in.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+, or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

Children will very often fall out with each other or say unkind things when they are upset. When occasions like this happen, we will provide adult pastoral support in terms of helping pupils to develop the social skills necessary to repair damaged relationships. This will be carried out by the staff working most closely with the pupil so could be the class teacher or TA. Pupils will be allowed the opportunity to 'put things right' between themselves (with adult support using age-appropriate means) and we expect parents to support school in this approach.

3. Types of bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

4. Roles and responsibilities

The governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Ensuring the DSL has the appropriate status and authority within the school to carry out the duties of the role.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.
- Ensuring that pupils are taught how to keep themselves and others safe, including online.

The governing body supports the Headteacher and school safeguarding team in all attempts to eliminate bullying from our school. The policy statement makes it very clear that the governing body does not accept bullying in our school and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy annually. The governors require the headteacher and school safeguarding team to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

Concerns should be raised whenever they arise by parents/carers using the school's complaints procedure. Concerns should initially be raised with the child's class teacher. Concerns relating to breakfast/after school club incidents should be brought to the attention of staff working there in the first instance. If this is not dealt with to the parent/carers satisfaction, then they should raise their concern with either the Deputy Head or Head Teacher, depending on the nature of the concern. School staff and governors will expect that parents/carers have followed these steps and reported concerns at the time. **It is very difficult to investigate reported historic incidents that have not been brought to the attention of the appropriate member of staff.**

A nominated member of the governing body will respond within ten working days to any written request made to them from a parent/carer to investigate incidents of bullying. In all cases, the governing body will notify the head teacher and asks them to ensure that an investigation into the case is carried out by a senior member of staff (not the Head Teacher) and the Head Teacher will report back the result of the investigation to a representative of the governing body.

The headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a record of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.
- Ensuring that all children are taught to understand that bullying is wrong, and that it is unacceptable behaviour in this school. The head teacher, the safeguarding team, class teachers and other members of staff draw the attention of children to this fact at suitable moments, for example at assembly, frequent reminders about the school's core values, during work on relationships and especially during anti-bullying week.

Teachers are responsible for:

- Corresponding and meeting with parents where necessary.
- Providing a point of contact for pupils and parents when more serious bullying incidents occur.
- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the Behaviour Lead (Mrs Harrison) and Pastoral lead (Mrs Smith) of such observations.

- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- They keep their own records of incidents that they are aware of in the school and report them to the safeguarding team.

Any incidents of bullying behaviour taking place between members of a class will be dealt with immediately through class discussion. This may also involve counselling and support for the victim of the bullying behaviour, and consequences for the child/ren who has/have carried out the bullying behaviour. If a child is repeatedly involved in bullying other children, the safeguarding team will be informed, and a member of that team will discuss the matter with the child's parents. In more extreme cases, for example where these initial discussions have proved ineffective, a member of the safeguarding team may contact external support agencies such as the Behaviour Improvement Team or even social services, if needed.

Teachers support all children in their class and aim to establish a climate of trust and respect for all, referring to the school's core values. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The school curriculum includes lesson warning pupils of the dangers of cyber-bullying and encouraging safe internet use and responsible use of social media. Children are encouraged to report all incidents of cyber-bullying, either in school or through the commercial websites own reporting systems.

Parents are responsible for:

- Informing their child's class teacher if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Parents who are concerned that their child might be bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher or a member of the school safeguarding team, following the school's complaints procedures. [Parents are aware that St John Fisher Primary celebrates it's inclusive nature and has pupils in attendance with a variety of additional needs. Parents show understanding of these needs and the actions of all pupils including those with SEND who attend the school.](#)

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school. When a child has been found to have engaged in bullying, parents are expected to play an active role in supporting the school's action to prevent further occurrences.

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.

- Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying.
- Pupils will agree to the class role-model charter.

Pupils are encouraged to view the school as a safe, friendly environment, a Christian community within which all have a part to play in maintaining a nurturing and respectful ethos. In this context, pupils are encouraged to report incidents of bullying as soon as possible to the relevant members of staff as well as parents. **It is explained to pupils and parents/carers that it is very difficult to investigate reported historic incidents that have not been brought to the attention of the appropriate member of staff.**

Pupils will be required to use the internet safely and report all incidents of cyber-bullying (including misuse of social media) appropriately.

Pupils are invited to review the policy and they take part in annual questionnaires which ask about their experiences of bullying in our school.

5. Statutory requirements

The school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, including sexual harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously. The headteacher will ensure that this policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment or intimidation, and hate crimes.

6. Prevention

The school will clearly communicate a whole-school commitment to addressing bullying and have a clear set of values and standards which will be regularly promoted across the whole school.

All members of the school will be made aware of this policy and their responsibilities in relation to it. All staff members will receive training on identifying and dealing with the different types of bullying.

All types of bullying will be discussed as part of the relationships and health education curriculum, in line with the Relationships and Health Education Policy.

The curriculum will explore and discuss issues at age-appropriate stages such as:

- Healthy and respectful relationships.
- Boundaries and consent.
- Stereotyping, prejudice and equality.
- Body confidence and self-esteem.
- How to recognise abusive relationships and coercive control.
- Harmful sexual behaviour, the concepts involved and why they are always unacceptable, and the laws relating to it.

Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through various lessons. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. drama productions, sporting activities and cultural groups.

The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development is not negatively influenced by outside factors, e.g. mental health issues. Staff will observe the alleged bully to determine whether they are struggling in school and to identify the areas of personal, social and emotional support they may need. We acknowledge that most children who bully are struggling with something, this may be linked to their emotional health and wellbeing. As part of our commitment to all children, we aim to put in place interventions to support the alleged bully and identify their emotional need; offering them time and space to explore their feelings and emotions to increase PHSE skills. We aim to ensure the alleged bully feels heard, supported and safe and receives the emotional support they may need in order to prevent further bullying incidents

We aim to ensure that if evidence of bullying has been found, the victim of bullying feels heard, supported and safe

7. Signs of bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Unwillingness to attend school
- Repeated or persistent absence from school

- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Lack of eye contact
- Change in behaviour and attitude

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs will be referred to the pastoral lead (Mrs Smith) who will try to determine the underlying issues causing this behaviour.

Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to them becoming more easily aggravated
- They have been the victim of abuse
- Their academic performance has started to fall and they are showing signs of stress

If staff become aware of any factors that could lead to bullying behaviours, they will notify the pastoral lead (Mrs Smith) who will meet with the pupil and (if deemed necessary) parents to discuss the matter and monitor the situation.

8. Staff principles

The school will ensure that prevention is a prominent aspect of its anti-bullying vision.

Staff will treat reports of bullying seriously and will not ignore signs of suspected bullying. Staff will act immediately when they become aware of a bullying incident. Unpleasantness from one pupil towards another will always be challenged and will never be ignored.

Staff will always respect pupils' privacy, and information about specific instances of bullying is not discussed with others, unless the pupil has given consent, or there is a safeguarding concern. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.

If bullying has been evidenced, follow-up support will be given to both the victim and perpetrator in the months following an incident to ensure all bullying has stopped.

9. Child-on-child abuse

The school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons, in line with the [Prevention](#) section of this policy.

All staff will:

- Be aware that pupils of any age and gender are capable of abusing their peers.
- Be aware that abuse can occur inside and outside of school settings.
- Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.
- Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.
- Never tolerate abuse as “banter” or “part of growing up”, and will never justify sexual harassment, e.g. as “boys being boys”, as this can foster a culture of unacceptable behaviours and one that risks normalising abuse.
- Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing or initiation-type violence.
- Always challenge any harmful physical behaviour that is sexual in nature, such as inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.

Sexual harassment in particular can take many forms, including but not limited to:

- Telling sexual stories, making sexual remarks, or calling someone sexualised names.
- Sexual “jokes” or taunting.
- Deliberately brushing against someone.
- Displaying images or video of a sexual nature.
- Upskirting (this is a criminal offence).
- Online sexual harassment, e.g. creating or sharing sexual imagery, sexual comments on social media, or sexual coercion or threats.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children’s social care services and potentially the police, where the DSL deems this appropriate in the circumstances.

All staff will be aware and sensitive towards the fact that pupils may not be ready or know how to tell someone that they are being abused. Pupils being abused may feel embarrassed, humiliated, scared, or threatened.

The school’s Child-on-child Abuse Policy outlines the school’s stance on addressing child-on-child abuse, including sexual abuse, and the procedures in place will be adhered to if any instances are uncovered or disclosed. More information on the school’s approach to preventing and managing instances of child-on-child abuse can be found within this policy and the Child Protection and Safeguarding Policy.

10. **[Updated]** Cyberbullying

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

NB. The above list is not exhaustive, and cyberbullying may take other forms.

The school has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in this policy if they become aware of any incidents.

Many of the signs of cyberbullying will be similar to those found in the '[Signs of bullying](#)' section of this policy; however, staff will be alert to the following signs that may indicate a pupil is being cyberbullied:

- Avoiding use of the computer

Staff will also be alert to the following signs which may indicate that a pupil is cyberbullying others:

- Avoiding using the computer or turning off the screen when someone is near
- Acting in a secretive manner when using the computer

Parents will also be invited to attend annual training sessions in order to educate them on the signs and symptoms of cyberbullying and will be advised to report to the pastoral lead if their child displays any of the signs outlined in this section.

Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

- **Possible extensive scale and scope** – pupils may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online

- **The anytime and anywhere nature of cyberbullying** – pupils may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times
- **The person being bullied might not know who the perpetrator is** – it is easy for individuals to remain anonymous online and on social media, and pupils may be bullied by someone who is concealing their own identity
- **The perpetrator might not realise that their actions are bullying** – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to pupils crossing boundaries without realising
- **The victim of the bullying may have evidence of what has happened** – pupils may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

[New] Staff and pupils will be instructed not to respond or retaliate to cyberbullying incidents. Evidence of the incident should be recorded, e.g. taking screenshots. Staff will report incidents to pastoral lead for the incident to be investigated and support to be provided. Pupils will report incidents to a trusted member of staff.

[New] Where offensive content is posted online targeting a staff member or pupil, the person targeted will be encouraged to use the reporting mechanism on the website or social media platform to request its removal.

The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with this policy.

In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobile phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

11. Procedures

Minor incidents will be reported to the victim's class teacher, who will investigate the incident. If evidenced then the class teacher will set appropriate sanctions for the perpetrator, and inform the headteacher in writing of the incident and outcome.

When investigating a bullying incident, the following procedures will be adopted:

- The victim, alleged perpetrator and witnesses are all interviewed separately
- Members of staff ensure that there is no possibility of contact between the pupils being interviewed
- If a pupil is injured, members of staff take the pupil immediately for first aid and parents will be informed.
- A room is used that allows for privacy during interviews
- A witness is used for serious incidents
- If appropriate, the alleged perpetrator, the alleged victim and potential witnesses are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture

- The pastoral lead will gather evidence of a cyberbullying incident; this may involve text messages, emails, photos, etc. provided by the victim
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete
- All pupils involved are informed that they must not discuss the interview with other pupils

Due to the potential for some specific forms of bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

12. Sanctions

If the headteacher is satisfied that bullying did take place, the perpetrator will be helped to understand the consequences of their actions and warned that there must be no further incidents. The headteacher will inform the perpetrator of the type of sanction to be used in this instance, e.g. detentions and future sanctions if the bullying continues.

Parents are informed of bullying incidents and what action is being taken.

All staff involved in managing instances of bullying will be aware that taking disciplinary action and providing support are not mutually exclusive actions and should be conducted simultaneously to encourage more positive behaviour in future.

The school will avoid unnecessarily criminalising pupils for bullying or abusive behaviour where possible, as young people with criminal records face stigma and discrimination in future aspects of their lives. The school's focus when handling perpetrators will be supporting them to develop more positive behaviours and to refrain from abusive and bullying behaviours in the future.

Mrs J Harrison (Behaviour Lead) and Mrs Smith (Pastoral and Deputy Safeguarding Lead) will informally monitor the pupils involved over the next half-term.

The school will remain cognisant of the fact that continued access to school can be important for rehabilitation of harmful behaviour, and will not exclude pupils unless as a last resort – where there have been serious or consistent incidents of bullying, the school will act in line with the Suspension and Exclusion Policy.

Specific sanctions could include:

- Apologise to the victim(s) verbally or in writing
- Lose privileges or additional responsibilities
- Lose playtimes (spend time reflecting on their actions)
- Report to Deputy Head or Head Teacher
- Spend playtimes and lunchtimes with an adult
- Parents will be invited into school
- Go on a self-improvement report
- Fixed term exclusion
- Permanent exclusion

13. Support

In the event of bullying, victims will be offered the following support:

- Emotional support and reassurance from the pastoral lead (Mrs Smith)
- Reassurance that it was right to report the incident and that appropriate action will be taken
- Liaison with their parents to ensure a continuous dialogue of support
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff
- Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online
- Discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents)

Staff will work with the victim to build resilience, e.g. by offering emotional therapy.

The school will acknowledge that bullying may be an indication of underlying mental health issues and further support may be identified and referrals made.

14. Follow-up support

Pupils who have been bullied will be offered extended support via the pastoral lead (Mrs Cain). The victim will be encouraged to tell a trusted adult in school if bullying is repeated.

Pupils who have bullied others will be supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents

15. Bullying outside of school

Staff will remain aware that bullying can happen both in and outside of school, and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy and the Child-on-child Abuse Policy.

The headteacher has a specific statutory power to sanction pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to sanction pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, e.g. on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only sanction the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

16. Record keeping

Staff will ensure that records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions.

The headteacher and safeguarding team will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.

17. Monitoring and review

The implementation of this policy is monitored by the Headteacher, school safeguarding team and staff. Incidents are reported on by the headteacher to governors termly through the head teacher's report to governors.

This anti-bullying policy is the governors' responsibility and they review its effectiveness every two years. Governors should have regard to gender, age and ethnic background of all children involved in bullying incidents.

This policy is reviewed every two years by the headteacher and the SLT. Any changes to this policy will be communicated to all relevant stakeholders.

The scheduled review date for this policy is September 2026.

Appendix

A - Names of supporting organisations, telephone numbers & Websites

- Act Against Bullying 0845 230 2560
- www.actagainstbullying.com
- Advisory Centre for Education (ACE) 0207 704 3370 www.ace-ed.org.uk
- www.antibully.org.uk

- Anti-Bullying Alliance (ABA) 0207 843 1901
- www.anti-bullyingalliance.org.uk
- Anti-bullying Network 0131 651 6103
- www.antibullying.net
- Beatbullying 0845 338 5060 www.beatbullying.org.uk
- Bully Free Zone 01204 454 958 www.bullyfreezone.co.uk
- Bullying Online 020 7378 1446
- www.bullying.co.uk
- www.bbc.co.uk
- Childline 0800 1111 (helpline for children) www.childline.org.uk
- www.beyondbullying.com
- NSPCC 0207 825 2500 www.nspcc.org.uk
- Parentline Plus 0808 800 2222 www.parentlineplus.org.uk
- The Children's Legal Centre 0800 783 2187 www.childrenslegalcentre.com
- The Office of the Children's Commissioner 0844 800 9113
www.childrenscommissioner.org.uk

B - Escalation Process

1. Incidents are reported to the class teacher. The class teacher will investigate and report back to parents, (a copy of all notes of incidents to be stored centrally). Parents to be informed of monitoring process.
2. Incidents are reported to a member of the senior leadership team (if any are found).
3. (If necessary) Parents invited into school to discuss their child's behaviour.
4. (If necessary) Involvement of outside agencies in accordance with the Whole School Behaviour Policy.

Parents who have brought incidents to the school attention are informed at every stage.



Report of Alleged Bullying Form

Record of allegation of bullying

Date: _____ **Time:** _____

Allegation made by: _____

Alleged victim's name: _____

Alleged perpetrator's name: _____

Notification by: telephone/face to face/ email/letter

Reasons the parent feels the incident/s constitute bullying:

-
-
-
-

Pupil's view (alleged victim)

-
-
-
-

Pupil's view (alleged perpetrator)

-
-
-
-

Other pupils' views

-
-
-

-

Staff member's views

-
-
-
-

Conclusion of senior leader and reasons for this view

-
-
-
-

The evidence supports the parent view that this does constitute bullying

The evidence does not support the parent's view

Action taken (please insert dates):

Pupils interviewed

Staff interviewed

Incident recorded

Parents notified

Incident fed back to governors

Consequence (if needed)

other

Appendix D - Role-Model Agreement



- If I have a problem I am upset about, I will share my problem with an adult.
- I will try not to become involved in any issues that do not concern me.
- I will think carefully before I speak, using calming techniques to manage my reactions.
- I will consider carefully the words that I use.
- I will remember that body language and facial expressions are important.
- I will always try my best to empathise and listen to other people opinions and viewpoints- think about their feelings.
- When working in partners or groups, I will be respectful, kind and considerate.
- I agree to share ideas and will try to develop my teamwork skills (listening, taking part, not leaving one person to take control of all the work).
- I will not leave anyone to feel that they have been left out.
- During break times, I will play games fairly and ensure that I do not disrupt/spoil the games for others.
- I understand the importance of always being honest.
- I understand that time and space is important, people need time to forgive and move forward.
- I understand that sorry is an action – you live your apology.
- In our school, everyone has a voice, no one person or group decides how things are carried out. We come together to make decisions – everyone is treated equally.

If I break the rules, I understand that the following consequences apply:

- First time – apologise to anyone I have hurt (physical/emotional) and have some time out for the remainder of the playtime session (not joining in with games)
- Second time – apologise to anyone I have hurt (physical/emotional) and have time out for the rest of that day/week (not joining in with games)
- Third time – apologise to anyone I have hurt (physical/emotional) and Class Teacher will speak to my parents and explain how I have broken this contract. I will have to explain my actions to the Head Teacher or Deputy Head Teacher. I will have time out (not joining in with games) until my Class Teacher thinks I am able to join in without any problems.

Signed (Class name):



If an incident occurs and the investigation led by the Class Teacher finds that:

- The pupil was deliberately made to feel uncomfortable or upset through direct or indirect contact.
- Children are found to be breaking the rules set out in our class charter which guides how we should behave.

Consequences:

- The children involved will be reminded of the class rules set out in the class charter.
- Apology must be made to pupil(s) involved.
- Children will miss playtime/dinner times as period of self-reflection.
- If this is not the first incident, parents of pupils involved will be made aware of the issue and that class rules have been broken.

If an incident occurs (involving the same children) and the investigation led by the Class Teacher finds that:

- The pupil was deliberately made to feel uncomfortable or upset through direct or indirect contact.
- Children are found to be breaking the rules set out in our class charter which guides how we should behave.

Consequences:

- The children involved will be reminded of the class rules set out in the class charter.
- Apology must be made to pupil(s) involved.
- Children will miss playtime/dinner times for an extended period.
- Parents of pupils involved will be made aware of the issue and that class rules have been broken. Parents will be invited into school to discuss issue with CT/SLT.
- Children involved will complete sessions with the pastoral lead.

