"At St. Chad's, we grow in the light of Christ, to share his love and reflect the gospel values."

St. Chad's Catholic Primary School

Anti-Bullying Policy

October 2026 – 2027

School Mission Statement:

"At St Chad's we grow in the light of Christ, to share his love and reflect the gospel values"

At St Chad's Catholic Primary School we believe that everyone has the right to feel safe, secure and respected within a caring, Christian environment regardless of gender, race or social circumstance. As a Catholic community we are committed to living, working and growing together as one in God's family. We believe that it is everyone's responsibility to play an active part in the prevention of bullying and essential that everyone recognises it will not be tolerated. The purpose of this policy is to define bullying, to provide preventative strategies for both children and adults and to outline the consequences and sanctions for those who transgress.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and 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 Behavioural 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.

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Online Safety Policy
- Child Protection and Safeguarding Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Searching, Screening and Confiscation Policy
- Complaints Policy
- Primary Relationships and Health Education Policy
- Exclusion Policy

This policy should be read alongside the school's Child Protection and Safeguarding Policy, Behaviour Policy, Online Safety Policy and Relationships, Health and Sex Education (RHSE) Policy. The school has taken account of the most recent edition of **Keeping Children Safe in Education (KCSIE) 2026**, which emphasises the importance of safeguarding, early identification of harm, pupil voice, online safety, child-on-child abuse and promoting a culture where all concerns are taken seriously and acted upon promptly.

Links to Legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986.
- Keeping Children Safe In Education 2026

Safeguarding and Bullying

At St Chad's Catholic Primary School, all bullying concerns are regarded as safeguarding concerns. Staff recognise that bullying can have a significant impact on a child's emotional wellbeing, attendance, behaviour, attainment and mental health.

In line with KCSIE 2026, staff will remain vigilant to signs that bullying may be linked to wider safeguarding concerns, including child-on-child abuse, exploitation, domestic abuse, mental health needs, online harms, discrimination, radicalisation or other vulnerabilities. Where appropriate, concerns will be recorded on My Concern and referred to the Designated Safeguarding Lead (DSL) without delay.

Responsibilities

It is the responsibility of:

- The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.

- Governors to take a lead role in monitoring and reviewing this policy.

- All staff, including governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.

- Parents/carers to support their children and work in partnership with the school.

Definitions

Bullying can be defined as a repeated physical, psychological or verbal attack against an individual or a group of individuals by a person or group of persons, causing physical or psychological harm to the victim. It is usually conscious and wilful and commonly consists of repeated acts of aggression and /or manipulation. It can take a number of forms both physical and non-physical, either in combination or in isolation. Any bullying, whether physicals or non-physical, may result in lasting psychological damage to the individual.

Bullying is acted out in these mediums

Physical - These are unprovoked assaults where the person being bullied is hit, kicked or when belongings are taken or damaged.

Verbal - Bullying consists of name-calling or insulting, racist or sexist remarks and the use of derogatory language.

Indirect - When malicious rumours or stories are spread or the person is excluded, ostracised or rejected from the social or peer group.

Psychological - Reduction of a person's self-esteem or confidence through threatening behaviour, taunting or teasing about race, gender, sexual orientation, disability, family circumstances, appearance, or any other feature of their lives that can be exploited to cause hurt.

Bullying via technology, known as online bullying or cyberbullying including the use of text messaging, messaging via apps / games or e-mail to perpetuate any of the above*

*N.B. The school will not tolerate perpetuation of a bullying incident in any form or by any method.

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

Homophobic/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.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics, e.g. SEND 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.

How can bullying be identified?

By its nature, bullying tends to take place 'underground', out of sight and earshot of teaching and other school staff. Perhaps the most important element in identifying bullying is the creation of a positive school culture in which bullying is not tolerated and the reporting of bullying is seen as a positive and valued act by pupils.

However, there are possible signs of bullying that school staff should be aware of and to which they should respond with enquiry. Some key signs may include:

- 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
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Procedure for children who are bullied

When children feel that behaviour towards them is either unpleasant or unacceptable they should use the 3-step approach. This approach (detailed below) should be taught to the children in assemblies, circle time and appropriate lessons in the curriculum.

Step 1: Hold up hand with palm facing other child/children say "Stop it" firmly.

Step 2: Say firmly, "I don't like it when you do that."

Step 3: Say firmly, "If you do it again, I will tell the teacher."

The child should then tell the class teacher, lunch time supervisor or adult in charge so that they can continue with the procedures as set out in this document.

Children who are the victims of bullying must be able to tell a member of the staff who will then put the procedures for dealing with it in place. Children can also report incidences of bullying or other worries by placing a note in the 'Worry Box' which has been provided in each classroom.

Children can talk in confidence to any member of staff at any time, but in addition the school has a 'Child and Family Support Worker'. This member of staff will then act on behalf of the child according to the procedures in this document.

Play leaders are available on playgrounds to support any child who is feeling sad, lonely or worried. The Play Leaders and members of staff will provide any support needed by the child.

The role of the school

The primary role of the school is to uphold its mission statement and the vision of this policy. In doing this, the school shall:

- Have a zero tolerance towards all forms of bullying and harassment.
- Highlight and encourage pro social behaviour.
- Be constantly alert to bullying.
- Ensure that there is adequate provision for children at break times.
- Endeavour to create an environment that is attractive.
- Monitor and record incidents of bullying.
- Ensure that this policy is updated regularly.
- Ensure that the policy is available to all members of the school community.
- Ensure that there are adequate lines of communication.
- Ensure that, where necessary, staff professional development includes training in dealing with bullying and anti-social behaviour.
- Ensure that parents are kept informed of anti-bullying arrangements through newsletters, meetings and presentations.
- Ensure that children are involved in anti-bullying procedures through assemblies, the curriculum, the Mini Vinnies and visual displays.

- As a Rights Respecting School; children are made aware of the UN Convention on the rights of the child (Article 6 – every child has the right to life, Article 19 – every child has the right to be protected from all forms of violence, abuse and neglect)

The role of the Head Teacher and Deputy Head Teacher

The primary role of the Head Teacher and Deputy Head Teacher is to ensure that the mission statement of the school and its Catholic ethos is upheld. They are also responsible for maintaining a policy of zero tolerance towards bullying and ensuring that all members of the school community are fully aware of this and understand its meaning.

The Head Teacher and Deputy Head Teacher should act as role models for staff, parents and children and make every endeavour to create an ethos and climate of consideration, tolerance and respect within the school environment by positively reinforcing and celebrating behaviour conducive to these features. They should also create lines of communication and trust in which children are comfortable and secure in relating incidents of bullying without fear of dismissal or reprisal.

The Deputy Head Teacher will listen to all reports of harassment and alleged bullying raised by class teachers and read all necessary documents completed in accordance with the procedures in this document. The Deputy Head Teacher will, if necessary, speak to all those involved in such incidents and decide on further progress including sanctions where necessary. The Deputy Head Teacher may decide to refer incidents to the Head Teacher.
The Head Teacher will listen to all reports of harassment and alleged bullying raised by class teachers and the Deputy Head Teacher and read all necessary documents completed in accordance with the procedures in this document. The Head Teacher will, if necessary, speak to all those involved in such incidents and decide on further progress. The Head Teacher will, when necessary, contact parents of both perpetrators and victims of bullying and invite them into school to discuss the incidents.

The Head Teacher will also decide on and inform parents of any necessary sanctions to be imposed by the school. The Head Teacher will, when necessary, liaise with the Governing Body and inform them of any bullying incidents.

The role of the Teacher, Teaching Assistants and Support Staff

The primary role of all staff members is to act as role models for students and to ensure that they are fully aware of the aims of this policy. They must also ensure that they send out a clear message that bullying will not be tolerated at St Chad's Catholic Primary School. Teachers should endeavour to create an ethos and climate of consideration, tolerance and respect within their classrooms and the school environment by positively reinforcing and celebrating behaviour conducive to these features. They should also create lines of communication and trust in which children are comfortable and secure in relating incidents of bullying without fear of dismissal or reprisal.

Teachers should attempt to prevent bullying by using areas of the curriculum to reinforce the values contained in the school mission statement and present in our ethos. Children should be encouraged to work together and to value each other's contributions. Particular curriculum subjects such as RE, RHE (in which the Ten Ten programme is used), Science and PE are ideal for teaching about specific issues related to bullying and for making children aware of the need to celebrate difference and diversity. Collaborative work, mixed gender and ability groups, partnership working and circle time are ideal opportunities to reinforce an ethos of support that can be used in all curriculum and non-curriculum activities.

Teaching assistants and support staff should be vigilant and report any suspected incidents of bullying to the class teacher as early as possible. They should also act as role models and as mentors to whom victims of bullying can turn for support and advice.

Procedures for Teaching staff when dealing with bullying incidents

1. Listen to the child who comes to you as the victim.
2. Make notes if necessary or ask the child to write down what happened or is continuing to happen.
3. Interview the alleged perpetrator/s.
4. Talk to anyone who witnessed the behaviour.
5. Decision made as to further procedures.
6. Complete a My Concern record and discuss with HT, DHT or DSL.
7. Inform those involved.
8. Monitor relationships until situation resolved.

The role of Lunch Time Supervisors

Bullying of children in Primary school can take place outside of the classroom on the playground and in areas used during break times. It is extremely important that all members off staff supervising these periods are observant for any signs of bullying or victims of bullying.

It is important that these staff also act as role models and, when dealing with incidents of bad behaviour or arguments on the playground, they encourage children to treat each other with kindness and respect and to share and involve each other in playground activities and games and to play together in ways conducive to the mission statement and Catholic ethos of the school.

These staff should offer support to victims of bullying and also strategies with which those who have bullied can use to integrate successfully with their peers and develop friendships built on mutual respect and trust.

Procedures for Lunch Time Supervisors

1. Listen to the child who comes to you as the victim. (Article 12) every child has the right to be listened to.
2. Interview alleged perpetrator/s.
3. Talk to anyone who witnessed the behaviour.
4. Report to class teacher, Pastoral Support Worker or to Deputy Head Teacher as soon as possible.
5. Class teacher, Pastoral Support Worker or Deputy Head Teacher begins procedure.

The Role of Breakfast Club staff

The primary role of the breakfast staff is to act as role models for the children and to ensure that their own behaviour reflects the mission statement and Catholic ethos of the school whilst the children are in their care.

As previously stated, almost three-quarters of all bullying of children in Primary school takes place outside of the classroom. It is the responsibility of the staff to be vigilant and to look out for any signs of bullying or harassment.

Staff should encourage children to treat each other with kindness and respect and to share and involve each other in the variety of activities taking place. Activities should encourage positive socialisation and citizenship and be conducive to the mission statement and Catholic ethos of the school.

Procedures for Breakfast staff

1. Listen to the child who comes to you as the victim. (Article 12) every child has the right to be listened to.
2. Interview alleged perpetrator/s.
3. Talk to anyone who witnessed the behaviour.
4. Report to class teacher, Pastoral Support Worker or to Deputy Head Teacher as soon as possible.
5. Class teacher, Pastoral Support Worker or Deputy Head Teacher begins procedure.

The role of Parents, Guardians and Carers

Parents must take time to listen to their children and to discuss school with them. They must act as role models to their children in the way in which they deal with others and their own attitudes towards issues such as gender, race, sexuality and physical difference.

Parents must also make every effort to support the mission statement of the school and to enhance its Catholic ethos. (Article 18) parents have a responsibility to always consider what is best for the child.

Parents must also look out for signs that their child may be the victim of bullying at school. These may include:

- Your child suddenly becomes reluctant to go to school.
- Your child's behaviour changes, including being nervous, anxious, losing confidence, distressed or withdrawn.
- Your child has nightmares or starts to wet the bed.
- Your child develops vague illnesses to avoid going to school.
- Clothes or belongings are damaged or missing.
- Asking for extra money or stealing (to give to whoever is bullying them).
- A sudden drop in standards of school work.
- Fear about walking to and from school.
- Secrecy about the reason for tears and being upset.
- Physical injuries, such as unexplained bruises.
- Bullying others.

Procedures for Parents, Guardians and Carers

1. Talk to the child and establish that the behaviour is persistent and not a one-off incident.
2. End any secrecy and get the facts in the open.
3. Ensure that the child understands not to retaliate.
4. Make the child feel secure.
5. Tactfully help your child to try and deal with the problem himself/herself.
6. Contact the class teacher and arrange a meeting to discuss the issue.
7. Ensure that you receive a copy of the school policy to deal with bullying.
8. Continue to liaise with the class teacher until a solution is achieved.
9. Work with the school.
10. Help your child to develop and use the 3-step approach.
11. Emphasise the fact that our differences make us individuals.
12. Help your child to feel less vulnerable and raise their self–esteem especially if they have been tormented about physical characteristics.

Note: Should parents have reason to disagree with a decision taken by the Head Teacher with regard to sanctions of suspension or exclusion, they are entitled to appeal to the Governing Body. All appeals must be addressed to the Chair of Governors who will then pass them to the Governor in charge of appeals.

The Role of the Governing Body

The primary role of the Governing body is to ensure that the school 'lives out' its mission statement and the 'vision' of this policy. It is expected that every member of the governing body act in accordance with this vision and as a role model to the children of the school and the staff members.

The Governing Body will liaise with the Head Teacher and where necessary work with them in dealing with incidents of bullying or harassment. If appropriate, the Head Teacher will inform the governing body of any sanctions imposed by the school and will consult with them in the event of any form of exclusions or suspensions.

The Governing body will also act as the forum for appeal should parents have reason to disagree with action taken by the Head Teacher. All appeals will be addressed to the Chair of Governors who will pass on the appeal to the appropriate member of the Governing Body in accordance with statutory procedures.

Preventing 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.

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

We recognise that bullying can be a form of child-on-child abuse. Such behaviour is never dismissed as "banter", "part of growing up" or harmless teasing.

All children should feel confident that reports of bullying, harassment, prejudice or abuse will be listened to, taken seriously and acted upon appropriately. The school will support both the child affected and the child displaying bullying behaviour, ensuring that suitable interventions, education and safeguarding responses are implemented.

Sexual violence refers to the following offences:

- **Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

- **Assault by penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or

anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

- **Sexual assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (NOTE - Schools and colleges should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault).

- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party).

The school's Child Protection and Safeguarding Policy outlines our stance on addressing peer-on-peer sexual abuse, and the procedures in place will be adhered to if any instances of sexual harassment or sexual violence be uncovered.

To prevent peer-on-peer 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. The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, relationships education and group sessions. Such content will be specific to age and stage of development, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as "banter" or "part of growing up". Staff will also be aware that peer-on-peer abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing-/initiation-type violence.

Where a pupil is found to have been involved in harmful sexual behaviour, the school will help the pupil to move forward from the incident by supporting them in adopting more positive behaviour patterns and attitudes.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

Staff will be aware that LGBTQ+ pupils are more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ pupils.

The school's response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between pupils of the opposite sex.

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 will be made to Children's Advice and Support Service (CASS).

Protected Characteristics and Prejudice-Related Bullying

The school is committed to fostering an inclusive community where every pupil is valued and respected. Bullying related to any protected characteristic, including race, religion or belief, disability, sex, sexual orientation, gender reassignment, pregnancy or maternity, will not be tolerated.

Any incidents of prejudice-related bullying will be recorded, monitored and addressed promptly. The school will work with pupils and families to promote understanding, respect and positive relationships within the school community.

Online Safety and Cyberbullying

The school recognises that bullying increasingly takes place online through social media platforms, gaming platforms, messaging services and emerging technologies.

Pupils are taught how to stay safe online through the computing curriculum, RHSE and assemblies. They are encouraged to report any online behaviour that makes them feel uncomfortable, unsafe or upset.

Where cyberbullying occurs, the school will work with families, external agencies and, where appropriate, the police to address concerns. Online bullying incidents involving pupils may be investigated and addressed even when they occur outside school hours where they impact upon the safety, wellbeing or education of pupils within school.

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the child who has been cyberbullied, and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the child being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
  - Looking at use of the school systems
  - Identifying and interviewing possible witnesses
  - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (We will access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully).
  - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support they may need. o Inform the police if a criminal offence has been committed.
- Provide information to staff, pupils and parents/ carers regarding steps they can take to protect themselves online. This may include:
  - Advising those targeted not to retaliate or reply.
  - Providing advice on blocking or removing people from contact lists.
  - Helping those involved to consider and manage any private information they may have in the public domain.

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.

Artificial Intelligence (AI) and Emerging Technologies

At St Chad's we recognise the increasing use of artificial intelligence (AI) technologies and digital platforms by children and young people.

Staff are aware that AI-enabled technologies may be misused to create, share or manipulate content that could be harmful, abusive, intimidating or bullying in nature. Any misuse of technology that causes harm, distress, humiliation or fear to another individual will be treated as a serious matter and addressed in line with the school's safeguarding, behaviour and anti-bullying procedures.

Pupils will be taught to use technology safely, responsibly and respectfully and to seek support from trusted adults if they encounter harmful online content.

Managing disclosures

Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.

If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of CASS where necessary.

Staff will report all allegations of abuse against pupils to the DSL. If staff are in any doubt over how to handle an incident or report, they will speak to the DSL.

If a report involves a pupil with SEND, the DSL will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

Confidentiality

The school will only engage with staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school will not make this promise. Even without the victim's consent, the

information may still be lawfully shared if it is in the public interest and protects children from harm. The school's Pupil Confidentiality Policy will be adhered to at all times.

The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk
- If a pupil is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CASS
- Rape, assault by penetration, sexual assault and causing someone to engage in sexual activity without consent are crimes – reports containing any such crimes will be passed to the police

More information regarding the school's stance on preventing peer-on-peer sexual abuse is available in our Child Protection and Safeguarding Policy.

Sanctions

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

Parents are informed of bullying incidents, are involved in discussions and in what action is being taken.

Where there have been serious or consistent incidents of bullying, the school will act in line with the Exclusion Policy.

Bullying Outside of School

The headteacher has a specific statutory power to discipline 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 discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as 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 discipline 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.

The headteacher is responsible for determining whether it is appropriate to notify the Police of the action taken against a pupil. If the misbehaviour could be of a criminal nature or poses a serious threat to a member of the public, the police will be informed.

Procedure for staff who feel they are bullied, harassed or discriminated against by other members of staff

1. If possible, approach the person causing the harassment and explain your feelings.
2. Make it clear that their behaviour is causing a problem and ask them to stop.
3. Try to sort out the problem together.
4. Keep written records with specific times and dates of alleged behaviour.
5. If the behaviour continues report the behaviour to the Head Teacher.
6. If necessary, the Head Teacher will inform the Chair of Governors.
7. Work with the Head Teacher in resolving the problem.

Procedure for staff who feel they are bullied, harassed or discriminated against by the Head Teacher

1. Approach the Head Teacher and tell him/her about your concerns.
2. Make it clear that their behaviour is causing a problem.
3. Try to sort out the problem together.
4. Keep written records with specific times and dates of alleged behaviour.
5. If the behaviour continues inform the Chair of Governors in writing and seek the advice of a union.

Procedure for staff who feel they are bullied, harassed or discriminated against by a parent or other adults not employed by the school

1. Make it clear that their behaviour is causing a problem.
2. Tell them to stop.
3. Write down details of the behaviour including specific times and dates.
4. Report behaviour to the Head Teacher.

Preventing Bullying

Environment

The whole school community will:

o Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.

o Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).

o Recognise the potential for children with Special Educational Needs and Disabilities (SEND) to be disproportionally impacted by bullying and will implement additional pastoral support as required.
o Recognise that bullying may be affected and influenced by gender, age, ability and culture of those involved.
o Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
o Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
o Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
o Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-based and discriminatory bullying.
o Actively create "safe spaces" for vulnerable children and young people.
o Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support
The whole school community will:
o Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
o Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
o Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying bought to the schools' attention, which involves or effects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
o Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied

Education and Training
The school community will:
o Train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
o Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, Mini Vinnies etc.
o Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.

o Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
o Provide systematic opportunities to develop pupils' social and emotional skills, including building self-esteem.

Involvement of Pupils
We will:
o Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
o Regularly canvas pupils' views on the extent and nature of bullying.
o Ensure that all pupils know how to express worries and anxieties about bullying.
o Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
o Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
o Utilise pupil voice in providing pupil led education and support
o Publicise the details of internal support, as well as external helplines and websites.
o Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

Useful Websites:

.• Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
• Childline: www.childline.org.uk
• Family Lives: www.familylives.org.uk
• Kidscape: www.kidscape.org.uk
• MindEd: www.minded.org.uk
• NSPCC: www.nspcc.org.uk
• PSHE Association: www.pshe-association.org.uk
• Restorative Justice Council: www.restorativejustice.org.uk
• The Diana Award: www.diana-award.org.uk
• Victim Support: www.victimsupport.org.uk
• Young Minds: www.youngminds.org.uk
• Young Carers: www.youngcarers.net

Cyberbullying:
• Childnet: www.childnet.com
• Internet Watch Foundation: www.iwf.org.uk
• Report Harmful Content: https://reportharmfulcontent.com/
• UK Safer Internet Centre: www.saferinternet.org.uk

• The UK Council for Internet Safety (UKCIS):
www.gov.uk/government/organisations/ukcouncil-for-internet-safety

• DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying

• DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

SEND:
• Changing Faces: www.changingfaces.org.uk
• Mencap: www.mencap.org.uk
• Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/atrisk-groups/sen-disability
DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0to-25

Race, Religion and Nationality:
• Kick it Out: www.kickitout.org
• Report it: www.report-it.org.uk
• Stop Hate: www.stophateuk.org
• Tell Mama: www.tellmamauk.org
• Educate against Hate: www.educateagainsthate.com
• Show Racism the Red Card: www.srtrc.org/educational
• Anne Frank Trust: www.annefrank.org.uk

LGBTQ+:
Barnardo's LGBTQ Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
• Metro Charity: www.metrocentreonline.org
• EACH: www.eachaction.org.uk
• Proud Trust: www.theproudtrust.org
• Schools Out: www.schools-out.org.uk
• Stonewall: www.stonewall.org.uk Sexual Harassment and Sexual Bullying
• NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or help@nspcc.org.uk
• Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk
• Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaignposters
• Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying
• Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: https://anti-bullyingalliance.org.uk/toolsinformation/all-about-bullying/sexual-and-sexist-bullying/investigating-and-respondingsexual
• Childnet Project DeShame (Online Sexual Harassment and Bullying): www.childnet.com/our-projects/project-deshame

Policy Review

This policy complies with the principles and expectations outlined within **Keeping Children Safe in Education (KCSIE) 2026** and will be reviewed annually by the Governing Body or sooner if statutory guidance changes or local circumstances require.

Policy Review Date: October 2027