



Anti-Bullying Policy

This policy applies to all sections of the School

Introduction

At Kirkstone House we are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn in a secure atmosphere. Bullying of any kind is unacceptable and will not be tolerated. Bullying is anti-social behaviour and affects everyone. If bullying does occur, all pupils must feel able to report it and know that incidents will be dealt with promptly and efficiently. We are a TELLING school which means that anyone who knows that bullying is happening is expected to tell staff. Our pupils are made aware that bullying is serious and can cause psychological damage. They also understand that there are criminal laws which apply to harassment and threatening behaviour.

We also believe that bullying can be prevented by the positive promotion of good behaviour and care for others. Our Anti-bullying Policy promotes our positive practices in school which reinforce the school's aims and ethos.

Scope

This policy applies to all pupils and staff at the School irrespective of their age and whether or not the pupil is in the care of the School when/if bullying behaviour occurs.

The policy applies to all pupils at the School and at all times when a pupil is:

- in or at School (to include any period of remote supervision);
- representing the School or wearing school uniform;
- travelling to or from School;
- on School-organised trips;
- associated with the School at any time or
- in the care of the School or not and the School becomes aware of an incident of bullying.

This policy shall also apply to pupils at all times and places in circumstances where failing to apply this policy may:

- affect the health, safety or well being of a member of the School community or a member of the public;
- have repercussions for the orderly running of the School; or
- bring the School into disrepute.

This policy can be made available in large print or other accessible format if required.

The Proprietor has overall responsibility for all matters that are the subject of this policy.



Aims and Objectives

The School aims to produce a safe and secure environment where all can learn without anxiety.

In keeping with its values, the School believes that all children and all adults in the Kirkstone community should value one another by behaving in a kind and considerate manner.

Bullying is wrong and damages children. The School therefore does all it can to prevent it, by developing an ethos in which bullying is regarded as unacceptable. The aims of this policy are:

- to actively promote and safeguard the welfare of its pupils;
- to maintain and drive a positive and supportive culture amongst all pupils and staff throughout the School;
- to make all those connected with the School aware of its opposition to bullying, and to make clear each person's responsibilities with regard to the prevention of bullying in School;
- to produce a consistent response to any bullying on a case by case basis;
- to help promote a whole school culture of openness, safety, equality and protection from all forms of harm and abuse to comply with the School's duties under the equality Act 2010.

This policy forms part of the School's whole school approach to promoting child safeguarding and wellbeing, which seeks to involve everyone at the School to ensure that the best interests of pupils underpins and is at the heart of all decisions, systems, processes and policies.

Although this policy is necessarily detailed, it is important to the School that our policies and procedures are transparent, clear and easy to understand for staff, pupils, parents and carers. The School welcomes feedback on how we can continue to improve our policies.

Regulatory Framework

The policy is written according to guidelines laid down in the document: DfE Guidance: Preventing and Tackling Bullying (July 2017) and will be reviewed against any new government guidance issued from time to time. This policy also has regard to the guidance: Keeping Children Safe in Education (September 2025), Working together to Safeguard Children 2023 (updated June 2025); Information sharing advice for safeguarding practitioners (DfE, May 2024)), Sexual bullying: developing effective anti-bullying practice (Anti-bullying alliance), Equality Act 2010: advice for schools (DfE, June 2018), Searching, screening and confiscation: advice for schools (DfE, July 2022, in force from September 2022), relationships education, relationships and sex education and health education guidance (DfE, July 2025), Advice and guidance: How we can stop prejudice based bullying in schools (Equality and human Rights commission), Sharing nudes and semi-nudes: advice for education settings working with children and young people (DSIT and UKSIC, March 2024). Behaviour in schools: advice for headteachers and school staff (DfE, February 2024), Mobile phones in schools: guidance (DfE, February 2024) and Technical Guidance for Schools in England (Equality and Human Rights Commission, July 2024).



Additional Advisory Materials for Parents and Staff

The DfE has also published the following advice notes to supplement Preventing and Tackling Bullying (July 2017):

Cyber Bullying: Advice for Head Teachers and School Staff.
Advice for Parents and Carers on Cyberbullying.

These can be found on the Government website at:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

The following websites provide a source of information and advice:

Changing Faces
Show Racism the Red card
Ann Frank Trust
Thinkuknow
Childnet International
Equality and Human Rights Commission: Advice and Guidance: How we stop prejudice-based bullying in schools.

Bullying

Definition and Criteria of Bullying

It is a regrettable feature of the modern world that bullies can be found in many areas of life. Bullying is not confined to any particular gender, age, ethnicity or occupation. In schools in the UK, bullying is thought to affect many thousands of pupils. Bullying can cause profound unhappiness, psychological damage and even suicide.

Bullying is always unacceptable and will not be dismissed as being normal or as 'banter', 'just having a laugh', 'boys will be boys', or simply 'part of growing up'. Bullying will not be tolerated by the School because:

- It is harmful to the person who is bullied, to those who engage in bullying behaviour, and those who support them and can in some cases lead to lasting psychological damage and even suicide;
- It interferes with a pupil's right to enjoy their learning and leisure time free from intimidation;
- It is contrary to all of our aims and values, our internal culture and the reputation of the School.

Bullying is behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying is often motivated by prejudice against particular groups and may involve an imbalance of power.



Bullying may be:

- **Physical:** hitting, kicking, pushing people around, spitting, shaking, biting, hair pulling or taking, damaging or hiding possessions;
- **Verbal:** name-calling, gossiping, taunting, teasing, insulting, threatening or undermining, humiliating or demanding money;
- **Non-verbal abuse:** hand signs or text messages (see also cyber-bullying);
- **Emotional abuse:** controlling or manipulating someone, making silent, hoax or abusive calls;
- **Exclusionary behaviour:** intimidating, isolating or excluding a person from a group;
- **General unkindness:** constant criticism, spreading rumours or writing unkind notes, mobile phone texts or e-mails;
- **Initiation /hazing type behaviour:** rituals which may include but is not limited to activities involving harassment, abuse or humiliation used as a way of initiating a person into a group;
- **Low level disruptive behaviour:** wearing 'banter or horse-play' over a prolonged period of time;
- **Cyber-bullying:** bullying that takes place using technology. This may include bullying through the use of mobile electronic devices, social media, or gaming sites (see Acceptable Use of ICT: Pupils);
- **Prejudice-based bullying:** bullying that is motivated by actual or perceived differences between children, such as where a child is adopted, in care or has caring responsibilities;
- **Harmful sexual behaviours:** includes sexual harassment and sexual violence;

Sexual harassment: unwanted conduct of a sexual nature that can occur online and offline. It can include but is not limited to:

- sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual jokes or taunting;
- physical behaviour such as deliberately brushing against someone, interfering with their clothes, displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment which may include: non-consensual sharing of sexual images and videos (sharing nudes or semi-nude images and videos, otherwise known as sexting or youth produced sexual imagery); inappropriate sexual comments on social media; exploitation, coercion and threats, upskirting.

Incidences of sexual harassment will be investigated to ensure they are not part of a wider pattern of sexual harassment and / or sexual violence.



Sexual violence: sexual offences under the Sexual Offences Act 2003, specifically rape, assault by penetration, sexual assault and causing someone to engage in sexual activity without consent.

Discrimination-based bullying may also be:

- racist or regarding someone's religion, belief or culture;
- sexist, related to a person's sex or gender reassignment;
- related to a person's sexual orientation (homophobic bullying);
- related to a person's age;
- related to pregnancy and / or maternity;
- related to a person's disability, special educational needs, learning difficulty, health or appearance;
- related to a person's home circumstances;
- cyber bullying that takes place using technology.

Pupils who are lesbian, gay, bisexual or trans (LGBT+) can be targeted by other children. In some cases, a pupil who is perceived by other pupils to be LGBT+ (whether they are or not) can be just as vulnerable as pupils who identify as LGBT+. Risks can be compounded where pupils who are LGBT+ lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to promote a culture where pupils can speak out or share concerns with a member of staff to help counter homophobic, bi-phobic and transphobic bullying and abuse.

Racial, sexual, transphobic or homophobic bullying and bullying someone because they have a disability are also hate crimes.

Some individuals see their hurtful conduct as 'teasing' or 'a game' or 'for the good of' the other person. It can sometimes hurt to be different or to be made to feel different. These forms of behaviour are equally unacceptable but may not be malicious and can often be corrected quickly depending on the circumstances with advice and without disciplinary actions. If left unchallenged or dismissed, low level disruptive behaviour over a long period of time such as 'banter' or 'horse-play' can have a wearing and significant impact on targeted individuals exposed to such behaviour and may lead to a culture of failing to report. This is not a culture the School adopts. In some circumstances it may be necessary to consider disciplinary actions in response to this type of behaviour.

A person who makes a physical or sexual assault on another or who steals or causes damage to the property of another, commits a criminal offence and also a civil wrong known as 'tort' for both of which there can be legal consequences outside the School. Certain acts of voyeurism e.g. upskirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing parts of their body or clothing not otherwise visible to obtain sexual gratification or cause the victim humiliation, distress or alarm are criminal offences. Misuse of electronic communications could also be a criminal offence, for example it is an offence to send someone a text or e-mail with the intent to cause distress or anxiety.

Bullying causes fear and distress for the victim and may distract them from school work. It often affects other children who witness the bullying. It may damage the atmosphere of a class and even the climate of a school.



Safeguarding and Child on Child Abuse

Bullying is closely connected with pupil well-being and therefore will invariably require a safeguarding response. Bullying demonstrates a lack of respect for others which can overlap with abusive and harassing behaviour and which, in turn, can lead to a culture of unacceptable behaviours and an unsafe environment for children. All this informs the School's zero-tolerance approach and it is essential that all staff understand the importance of challenging inappropriate behaviours between peers that are actually abusive in nature.

Child on child abuse can occur both inside and outside of School and may be taking place whilst not being reported. A one size fits all approach is not appropriate for all pupils. There needs to be a more contextualised approach for more vulnerable pupils, victims of abuse and pupils with special educational needs and disabilities or certain health or medical conditions. Certain behaviours, for example dismissing sexual harassment just as 'banter', 'just having a laugh', 'part of growing up', or 'boys being boys' can lead to a culture of unacceptable behaviours and create an unsafe environment for pupils. In worst case scenarios, dismissing sexual harassment can lead to a culture that normalises abuse and pupils accepting it as normal and not coming forward to report it.

Technology is a significant component in many safeguarding and wellbeing issues. Pupils are at risk of abuse online as well as face to face. This can take the form of abusive, harassing and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups and the sharing of abusive images and pornography.

In line with the School's aims and culture of openness and encouragement to report, the School's [policy and procedures with regard to child on child abuse are set out in the School's Safeguarding and Child Protection Policy. Concerns about a pupil's welfare because they are the victim, witness or perpetrator of bullying behaviour must be reported in accordance with the Safeguarding and Child Protection Policy and appropriate action taken taking into account local safeguarding partners threshold document.

Anti-Bullying Culture and Systems

The Proprietor has overall responsibility for promoting and safeguarding the welfare of pupils at the School, ensuring that those in leadership and management positions actively promote pupil wellbeing. This includes providing that appropriate values, policies and procedures are in place and implemented effectively to:

- minimise the risk of bullying at the School so that pupils feel safe and secure;
- intervene early in low-level disruption to prevent negative behaviours escalating;
- deal swiftly with allegations of bullying at the School so that pupils and staff feel confident that all incidents will be dealt with appropriately; and
- consider incidents of sexual harassment in broad terms so that it is challenged in order to prevent the normalisation of behaviours which can provide an environment that may lead to sexual violence.

The School seeks to enhance and develop pupils' self esteem in a secure and nurturing environment in which bullying is neither ignored, condoned nor tolerated. To this end, we work closely with parents, carers and third-party advisors such as CAMHS and Autism Outreach. We also offer pupils and their families counselling support free of charge through the Bobby Copping Foundation.



In particular, the School expects all its members to:

- uphold the School rules and values;
- report an incident of bullying in accordance with the terms of this policy;
- ensure that a complaint of bullying will always be taken seriously;
- ensure that no-one will tolerate unkind actions or remarks or stand by when someone is being bullied;
- value one another and treat each other with respect and sensitivity;
- think carefully before speaking / acting in ways which might argument, distress or embarrassment;
- respect differences and variety (of origin, appearance, personality and interests) remembering that everyone has both rights and duties;
- realise that what might seem like fun to some (especially a group) may seem much more threatening to others (especially an individual);
- work together to create a School in which people live harmoniously;
- help protect and support those who are unhappy or vulnerable;
- make a stand against those who ignore or resist these aims.

All of the above apply to interaction in person and in cyber-space (through the use of any or all forms of technology).

It is everyone's responsibility to ensure, whatever the circumstances, that no-one becomes a victim of bullying. A person may be vulnerable to bullying because of their age, physical appearance, nationality, colour, sex, sexual orientation, gender reassignment, religion or belief, culture, learning difficulty, disability, home circumstances, or because they are new to the School, appears to be uncertain or have no friends. They may also become a target because of an irrational decision by the bully.

In School and in every year group:

- discriminatory and offensive words and behaviour are treated as unacceptable;
- positive attitudes are fostered towards people with any protected characteristics including those who are disabled and towards ethnic, religious, cultural and linguistic groups with in and outside the School; and
- positive attitudes are fostered towards gender and sexuality differences through the curriculum and wider aspects of School life.

Through their training and experience, members of staff and volunteers are expected to promote an anti-bullying culture by:

- celebrating achievement;
- anticipating problems and providing support;
- adopting a pro-active interactive approach to bullying by gathering intelligence about issues between pupils which might provoke conflict and developing strategies to prevent bullying occurring in the first place;
- disciplining perpetrators fairly, consistently and reasonably, considering any special educational needs or disabilities of the pupil, taking into account the motivations and underlying safety concerns of the perpetrator and providing support as appropriate;
- making opportunities to listen to pupils;



- acting as advocates of pupils;
- reporting concerning behaviour in accordance with the provisions outlined in this policy, adopting an 'it could happen here' approach;
- being alert to the fact that some victims, witnesses and perpetrators may themselves be vulnerable to bullying or harassment following any report of sexual violence or sexual harassment;
- exercising professional curiosity and knowing what to look for in order to detect abuse and to identify children who may be in need of help or protection.

Members of staff and volunteers are vigilant at all times but particularly:

- at the start and end of the school day when pupils arrive and leave the site;
- before lessons;
- in the playground;
- in School corridors
- on School transport and on trips.

Staff awareness is raised through discussion in scheduled meetings and also regular catch ups between staff and strategies are put in place for action to be taken to reduce the risk of bullying at times and in places where it is most likely to occur. Information is gathered on friendship patterns, particular incidents, any pupils who seems isolated, any growing 'power base', and any known conflict between pupils so that strategies can be developed to prevent bullying. Appropriate training in all aspects of care will be arranged for staff in relevant roles to ensure they have the necessary professional skills to identify the risks and indications of child abuse and bullying and to deal with cases or potential cases which are detected.

The School will take active measures to promote an anti-bullying culture and the message to parents that bullying will not be tolerated in School. This is achieved through: Form Time, PSHE lessons and Multi-agency days, assemblies, Emotional Wellbeing support and mentors and in letters to parents.

Pupils: Pupils know who they can go to if they have any concern. Form Tutors regularly remind children what support is in place. The Head of Pastoral care is available personally every lunch time as is the Headteacher.

Parents: Parents who are concerned that their child or another pupil is or may be being bullied should contact the child's Form Tutor or Headteacher without delay.

Why Incidents May Not Be Reported:

There are many reasons why a pupil who has suffered bullying may be reluctant to report it. They may become demoralised and may think for example:

- it is telling tales;
- they won't believe me because the person I am complaining about is popular and I am not and I will become even more unpopular;
- the things they are saying and doing are too embarrassing to discuss with an adult;
- it is all my fault anyway for being overweight / too studious etc.
- there are too many of them; there is nothing staff can do;
- it will get back to my parents and they will think less of me;
- I will just try and toughen up and grow a thicker skin;



- I will lie low and not draw attention to myself;
- This is a normal part of growing up and going to school.

There are also reasons why a pupil who has witnessed or learned of bullying behaviour may not want to make a report. They may think:

- it is 'grassing' and I will be unpopular;
- it is not my concern anyway;
- I don't like the victim and I would find it embarrassing to be associated with them.

Any of these responses would be contrary to the culture of our School. When we implement this policy we encourage every pupil (and their parents) to understand that:

- Every complaint about bullying will be taken seriously;
- Members of staff and volunteers will deal with a complaint correctly and effectively in accordance with their experience and training they have received;
- There is a solution to nearly every problem of bullying;
- A pupil who complains will receive support and advice and in many cases the problem can be dealt with on a no-names basis;
- The primary aim will be for the bullying to cease, not the punishment of the bully unless this is necessary;
- We may need to support the bully as well so we can address the causes of bullying behaviour.

Reporting Concerns:

A pupil who is being bullied, or who is worried that another pupil is being bullied should tell their parents and their Form Tutor or a trusted member of staff. It is most important that any cases of bullying are reported to someone to whom the victim feels able to talk.

Initial complaint:

Any member of staff who learns of alleged bullying behaviour should:

Firstly, respond quickly and sensitively by offering advice, support and reassurance to the alleged victim. The member of staff should:

- listen carefully and keep an open mind;
- not ask leading questions; and
- reassure the pupil but not give a guarantee of confidentiality.

If the incident is not too serious, possible outcomes may be that there has been a misunderstanding which can be explained sympathetically to the alleged victim with advice to the alleged bully, or if the complaint is justified whole or in part, further action will be needed.

In a case in which a serious criminal offence is suspected, advice should be sought from the Headteacher.



Assessment of Concerns:

The pupil's Form Tutor will normally see the victim and (unless the case is very serious) any witnesses without delay and form an initial view of the allegation. The assessment will consider:

- the nature of the incident(s): is it physical, sexual, verbal, exclusionary?
- is it a 'one off' incident involving an individual or group?
- is it part of a pattern of behaviour by an individual or group?
- has physical injury been caused?
- who should be informed? Headteacher, Police, DSL, Children's Social care.
- Can the alleged bully be questioned without disclosing the victim's identity?
- What is the likely outcome if the allegation proves to be correct?

If at any stage the alleged bullying behaviour raises a safeguarding concern, the matter should be reported in accordance with the School's Safeguarding and Child Protection Policy before any further investigation is carried out. This will always be the case where consensual or non-consensual sharing nude or semi-nude images / videos sexting or other harmful sexual behaviours are involved. Where bullying allegedly involves youth produced sexual imagery, staff will not view or forward sexual imagery reported to them and will follow the School's policy on sharing consensual or non-consensual nude and semi-nude images as set out in Appendix 1 of the School's Safeguarding and Child protection Policy and Procedures.

Except in a case in which a serious criminal offence is suspected in the event of an observed or reported instance of serious bullying involving a pupil after warnings have been given, the alleged Victim(s), perpetrator(s) and / or Witness(es) will be interviewed by either the Head of Pastoral care or the Headteacher without delay.

A record will be made of all of the facts of the case including who was involved, what happened, when and where and the findings will be passed to the relevant Form Tutor who liaises with The Head of Pastoral Care. The Head of Pastoral Care will keep a written record of incidents on bullying to enable any patterns to be identified both in relation to individual pupils and across the School as a whole.

The Headteacher will decide on the action to be taken in accordance with this policy.

The School will keep relevant parents informed if and when it may be dealing with a significant bullying situation (including online safety issues and the School's strategies to safeguard pupils) through correspondence and events held by the School to raise awareness. Parents are asked to let the School know directly if they have cause for concern, either on behalf of their own children or because of rumours about incidents involving others. The School always tries to handle information discretely and while it has obligations to follow up such matters, it does not do so without considering appropriate consultation. It is much easier to manage problems or potential problems at an early stage.



Response to Concerns;

Once investigated and when a complaint of bullying is upheld, every effort will be made to resolve the problem through action including one or more of the following:

- consideration as to whether the bullying incident should be addressed as a safeguarding concern and if so, the school's Safeguarding and Child Protection Policy will be followed;
- counselling of all appropriate parties;
- advice and support for the victim and where appropriate, establishing a course of action to help the victim, including support from the Bobby Copping Foundation as appropriate;
- advice and support for the bully in trying to change their behaviour. This may include clear instructions and a warning or final warning;
- consideration of the motivation behind the bullying behaviour and whether external services should be used to tackle any underlying issues of the bully which contributed to the bullying behaviour. If these considerations lead to any safeguarding concerns relating to the bully, the School's child protection procedures will be followed;
- when there is agreement, a supervised meeting may be held between the bully and the victim to avoid future conflict. This can only happen with the express consent of the victim;
- a disciplinary sanction against the bully, in accordance with the School's Behaviour Policy. Sanctions should reflect the seriousness of an incident and carry a deterrent effect. In a very serious case or case of persistent bullying, a pupil may, after appropriate investigations and hearing(s), be required to leave the School permanently in accordance with the School's Behaviour Policy and Permanent Exclusion and Removal Review Procedure. Any disciplinary action will be applied fairly, consistently and reasonably, taking into account any special educational needs or disabilities and the needs of vulnerable pupils;
- action to break up a 'power base'.
- confiscation of mobile electronic devices, increased monitoring procedures or limiting access to the School's internet and e-mail facilities if cyber-bullying;
- moving either the bully or victim to another Form Group after consultation with the pupil and their parents;
- involving Children's Social Care or the police after following due process and collaboration with the parents;
- notifying the parents of one or both parents about the case and the action which has been taken;
- notifying external agencies where appropriate;
- such other action as may appear to the Headteacher to be appropriate.

The position should be monitored for as long as necessary thereafter. Action may include:

- sharing information with some or all colleagues and with pupils in the Form or Year Group so that they may be alert to the need to monitor certain pupils closely;
- on-going counselling and support;
- vigilance;
- mentioning the incident at meetings of staff;
- reviewing vulnerable individuals and areas of the School.



Supporting those severely impacted by bullying:

The School recognises that removing bullied pupils from school is disruptive and can make it difficult to reintegrate. The School understands in some circumstances, however, the consequences of being bullied may have had a severe impact on a pupil's social, emotional or mental health and may have impacted seriously on a pupil's ability to learn. The School will do all that is reasonably possible to ensure bullied pupils continue to attend school and maintain their educational progression by putting in place proportionate short term alternative on-site provision where necessary.

If the pupil is considered to have significantly greater difficulty learning than the majority of those of the same age because of the impact of bullying, the School will consider whether the pupil will benefit from being assessed for special educational needs.

For all incidents of bullying (whether isolated or occurring over a period of time), disciplinary sanctions will be applied fairly, consistently and reasonably, taking into account any special educational needs or disabilities of the pupil and the needs of vulnerable pupils. Such sanctions may extend to fixed term exclusion, required removal or, in the gravest cases of severe or persistent bullying, permanent exclusion.

If at any stage the alleged bullying behaviour raises a safeguarding concern, the School's Safeguarding and Child Protection Policy should be followed before further investigation is carried out. Even where safeguarding is not considered to be an issue, the School may need to draw on a range of external services to support the pupil who is experiencing bullying or to tackle any underlying issue which has contributed to a child engaging in bullying.

The Implementation of the Policy

Awareness of this policy is promoted through appropriate staff training to ensure the principles of the policy are understood, legal responsibilities in line with the Equality Act 2010 are known and guidance is given to help staff in relevant roles prevent and resolve problems.

Positive values of mutual respect and concern will be promoted to pupils by explicit encouragement in a wide range of contexts from assemblies and Tutor Time to multi-agency days and informal discussions.

The PSHE course will address the topic of bullying periodically in all Year groups. Form Tutors also remind pupils of their responsibilities to ensure that bullying does not occur and also to remind them where to go for help or to report an incident. Staff are aware of learning opportunities in class for example in avoiding prejudice-based language; appreciating cultural diversity; drama projects etc.

Online safety is a key aspect of all areas of the curriculum. Parents are informed about online safety issues and the school's strategies to safeguard children through correspondence and events.

The School recognises that children with special educational needs and disabilities or certain medical or physical health conditions can face additional safeguarding challenges, including the potential to be disproportionately impacted by behaviours such as peer group isolation, bullying, without outwardly showing any signs. The School will consider extra pastoral support for pupils with special educational needs and disabilities as required.



Training

The School ensures that regular guidance and training are arranged as appropriate on induction and at regular intervals thereafter to ensure that staff and volunteers in relevant roles understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles especially:

- having an understanding of the groups who may be more vulnerable to bullying;
- awareness of risk and indications of bullying and how to deal with cases;
- counselling skills;
- awareness of the risk of child on child abuse including sexual violence and sexual harassment and how bullying behaviour may give rise to safeguarding concerns.

The level and frequency of training depends on the role of the individual member of staff. The School maintains records of all staff training.

We emphasise with older pupils the role which is expected of them in setting a good example and being helpful to younger pupils and each other.

Risk Assessment

Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action taken to reduce the risks identified.

The format of the risk assessment may vary and may be included as part of the school's overall response to a welfare issue including the use of individual plans such as EHCPs. Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.

The headteacher in Upper School and the Lower School Lead are responsible for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated.

Monitoring and Evaluation

School staff maintain records of the welfare and development of individual pupils. Every complaint or report of bullying is recorded centrally on C-POMS and monitored to enable patterns to be identified across individuals and across the School as a whole and to evaluate the effectiveness of the School's approach.

This policy will be reviewed annually or following any serious incidents of bullying. It will also be updated in accordance with any advice published by the DfE; changes in legislation and / or statutory guidance and other information gathered such as a bullying survey.

Record keeping

All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

The information created in connection with this policy may contain personal data. The School's use of personal data will be in accordance with data protection law.



The School has published privacy notices on its website which explain how the School will use personal data. The School's approach to data protection compliance is set out in the School's Data Protection Policies and Procedures. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy.

Date of adoption of this policy:	5 th September 2025
Date for next Review:	September 2026 or earlier if required.
Author:	Mrs C L Jones



Appendix: Cyber-bullying

Cyberbullying is bullying that takes place using technology.

It can take the form of many behaviours including:

- harmful messages (text, instant, multimedia, email)
- impersonating another person online
- sharing private messages
- uploading photographs or videos of another person that leads to shame and embarrassment
- creating hate websites / social media pages
- excluding people from online groups.

Pupils should remember the following:

- use the security settings when using technology.
- regularly change your password and keep it private.
- always respect others - be careful what you say online and what images you send.
- think before you send - whatever you send can be made public very quickly and could stay online forever.
- If you or someone you know are being cyberbullied, tell someone. You have the right not to be harassed or bullied online. Tell an adult you trust - your parents, any member of staff or volunteer, or a helpline such as ChildLine on 0800 1111 and the NSPCC on 0808 800 5000.
- Don't retaliate or reply online.
- Save the evidence - learn how to keep records of offending messages, pictures or online conversations. Ask someone if you are unsure how to do this. This will help to show what is happening and can be used by the School to investigate the matter.
- Block the bully. Most social media websites and online or mobile services allow you block someone who is behaving badly.
- Don't do nothing - if you see cyberbullying going on, support the victim and report the bullying.

You may find the following websites helpful:

<http://www.childnet.com/young-people>

<https://www.childnet.com/resources/smartie-the-penguin>

<https://www.thinkuknow.co.uk/>

<https://ceop.police.uk/Safety-Centre/How-can-CEOP-help-me-YP>

<https://www.bbc.com/ownit>

<https://childline.org.uk/Explore/bullying/Pages/online-bullying.aspx>