



Date	Review Date	Designated School Staff	Nominated WeST CCs (SLT)
April 2026	April 2027	Kate McPherson	TBC

Anti-bullying Policy

Introduction

We strongly oppose all types of bullying due to its potential to cause significant harm to children, adolescents, and their families. It is essential that we unite in our efforts to combat bullying in order to cultivate safe and welcoming environments for young individuals, both in educational institutions and online platforms.

We believe this policy should be viewed in conjunction with the following policies:

- Safeguarding & Child protection
- Behaviour
- Equal Opportunities
- SEND
- Complaints
- ICT- E-Safety

We affirm that bullying involves persistent behaviour originating from an individual or group, with the explicit aim of inflicting physical or emotional harm on another individual or group. This phenomenon takes various forms, including cyber-bullying through platforms like text messages, social media, or gaming, often incorporating the use of images and videos. Bias against particular groups, based on characteristics like race, religion, gender, sexual orientation, special educational needs, disabilities, adoption, being in care, or having caring responsibilities, frequently fuels instances of bullying. The motivation for bullying may stem from either real difference among children or perceived distinctions.

It is our stance that bullying encompasses persistent behaviours initiated by an individual or a group, intentionally causing physical or emotional harm to another individual or group. This behaviour manifests in diverse ways, such as cyber-bullying via channels like text messaging, social media platforms, and online gaming, often involving the dissemination of images and videos. Discrimination against specific groups related to factors such as race, religion, gender, sexual orientation, special educational needs, disabilities, adoption, being in care, or having caregiving responsibilities commonly underpins incidents of bullying. The impetus for engaging in bullying behaviours may arise from either genuine differences among students or perceived distinctions.

We believe every student has the right to be themselves and thrive at school.

We hold a responsibility to safeguard our students from bullying as part of our commitment to fostering a safe, nurturing, and friendly school environment. Our duty of care encompasses protecting children from both physical and emotional harm inflicted by others. We are confident that our safeguarding procedures align with current legislation and guidelines, ensuring the welfare of all children under our care.

While bullying may not constitute a criminal offense on its own, any instances involving violence, assault, theft of school property or personal possessions, continual harassment, victimisation, or hate crimes could be brought to the attention of police. Our dedicated focus is on the complete elimination of all types of bullying, including thorough documentation of incidents and their diverse expressions within our school.

Our relentless efforts are directed at eradicating all forms of bullying, documenting incidents and their various manifestations within our school.

We acknowledge the severe consequences of unaddressed bullying, which can obstruct learning and severely impact mental health, persisting into adulthood. While bullying induces suffering, recent research indicates that the mental health effects tend to diminish over time, allowing children to recover in the medium term. Resilience in children exposed to bullying has also been observed.

To prevent bullying, we implement proactive measures and aid the recovery of bullied students by employing resilience processes. Our support strategies include pastoral intervention, counselling, parental engagement, if necessary, referrals to local authorities' children's services, completion of Early Help Assessments (EHAT), or consultations with Child and Adolescent Mental Health Services (CAMHS). We maintain a continuous review process to enhance our support measures, prioritising collaboration with parents and ensuring their informed involvement at every stage.

We acknowledge our ethical and legal responsibility to protect students and staff who identify as lesbian, gay, bisexual, and transgender from any type of bullying. It is essential to provide education to students about the meaningful contributions made by individuals from these communities. Any cases of bullying based on sexual orientation or gender identity will be thoroughly dealt with, addressed, and properly documented.

In order to cultivate a secure and encouraging school environment, we encourage students to report any instances of bullying to school staff. Additionally, in accordance with the provisions outlined in Sections 90 and 91 of the Education and Inspections Act 2006, we possess the authority to address disciplinary issues pertaining to students' behaviour outside of school, including on school transportation, in local establishments, or within town. Any reported incidents occurring beyond school grounds will be thoroughly investigated, and appropriate actions will be taken.

Our school community maintains a strict zero-tolerance stance towards all forms of bullying. Each reported incident will receive swift and effective resolution, underscoring our dedication to improving the holistic well-being of our students. Our commitment to upholding this policy is reinforced through examination of every bullying case, ensuring appropriate intervention and documentation of the resolution process for each occurrence.

We firmly believe that achieving this objective is attainable through regular assessment of our strategies. This includes cultivating a supportive and safe school environment, involving students, parents, and the WeST CCs, incorporating anti-bullying education into the curriculum, organising anti-bullying initiatives, delivering training for school staff, partnering with the local community, addressing all reported instances of bullying, establishing an effective reporting mechanism, acknowledging effective prevention techniques, and guaranteeing that all staff members are well-versed in and implement this policy as a practical resource in managing bullying cases.

We are confident that accomplishing this goal is possible through consistent strategy evaluations. This involves fostering a nurturing and secure school atmosphere, actively engaging students, parents, and the WeST CCs, integrating anti-bullying education into the curriculum, hosting anti-bullying events, providing comprehensive training for school staff, collaborating with the local community, addressing all reported bullying incidents, implementing an efficient reporting system, recognising successful prevention methods, and ensuring all school staff are familiar with and utilise this policy as a practical guide when handling bullying incidents.

We aim to collaborate closely with the School Senate, valuing their perspectives and opinions. This commitment aligns with and supports Article 12 of the United Nations Convention on the Rights of the Child, emphasising the importance of encouraging children to express their views.

We share a collective responsibility to infuse equality into every aspect of school life. Regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation, every individual should be treated with impartiality. Our aim is for everyone connected to this school to feel a sense of safety, belonging, value, and equal importance.

We firmly believe that this policy must clearly define and delineate the roles and responsibilities of all individuals involved in the procedures and arrangements associated with it.

Furthermore, we envision this policy as a living document that serves its purpose effectively, reflecting our school ethos, fostering community, integrity and opportunity, ensuring consistency and quality throughout the school, and aligning with relevant legislation:

- Children Act 1989
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 2011
- Data Protection Act 2018
- Education (Independent School Standards) Regulations 2014

The following documentation is also related to this policy:

- [Preventing and tackling bullying Advice for headteachers, staff and governing bodies](#) (DfE 2017)
- [Cyberbullying: Supporting School Staff](#) (DCSF)
- [Approaches to preventing and tackling bullying: case studies \(2018\)](#)
- [Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges \(DfE 2023\)](#)
- [Mental Health and Behaviour in Schools: Departmental Advice \(DfE 2018\)](#)
- [Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children \(DfE 2023\)](#)
- [Behaviour in Schools Advice for headteachers and school staff \(DfE 2022\)](#)
- [Special educational needs and disability code of practice: 0 to 25 years Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities Equality Act 2010: Advice for Schools \(DfE 2015\)](#)

Aims and Objectives

- implementing a safeguarding and child protection policy alongside related policies, detailing clear procedures to fulfil our obligations in safeguarding and promoting the well-being of all students
- safeguarding students from bullying as part of our commitment to cultivating a safe, nurturing, and friendly school environment for every student
- vigilantly observing all indications of bullying and taking appropriate measures to halt it
- cultivating a school environment that is both safe and secure for every student
- establishing robust systems to address incidents of bullying effectively
- fostering self-assured students who will promptly report any bullying incidents to staff
- disseminating the school's anti-bullying policy to everyone affiliated with the institution
- ensuring full compliance with all relevant legislation related to this policy
- collaborating with other schools and local authorities to exchange best practices, enhancing this policy through shared knowledge and experiences

Responsibility for the Policy and Procedure

Role of the Headteacher

The Headteacher will:

- promote good behaviour, respect for others, and prevent all forms of bullying among students in accordance with Section 157 of the Education and Inspections Act 2006
- collaborate with the SLT to ensure that all school staff, students, and parents are informed about and adhere to this policy
- implement and enforce this policy effectively

- strive to create a nurturing, secure, and friendly school environment for all students
- ensure that comprehensive risk assessments:
 - are in place, covering all aspects of this policy
 - are accurate and appropriate
 - are reviewed annually
 - are easily accessible to all school staff
- ensure that school staff have a clear understanding of the various forms and extent of bullying that may occur within the school
- collaborate closely with school staff to foster a culture of good behaviour
- encourage school staff to actively collect information about potential conflicts between students and develop strategies to prevent bullying proactively
- ensure that the personal and social education curriculum, as well as the religious education curriculum, addresses anti-bullying measures effectively
- thoroughly investigate all reported incidents of bullying
- educate all students about the harmful nature of bullying
- inform parents of any incident of bullying and how it has been dealt with
- ensure school staff report and record incidents of bullying
- ensure records of all incidents of bullying are:
 - stored in a secure place electronically
 - kept for a specific period of time
 - kept in a central log in order to build up a picture of concerns of individual students and in identifying patterns of behaviour
 - kept in a uniform and systematic way
 - kept as well as specific types of bullying and their outcomes
 - are categorised according to the protected characteristics which gives a clear picture of patterns of behaviour over each term / academic year
 - used to effectively track students through school
- ensure support mechanisms are in place to help those who have been bullied
- ensure all perpetrators of bullying are given time to discuss why they have bullied and why their actions were wrong
- discuss with the school senate:
 - a definition for bullying
 - are students aware of this policy?
 - how can bullying be effectively dealt with?
 - how good are school staff in dealing with incidents of bullying?
 - how good are school staff in identifying the symptoms of bullying amongst students?
- support any student who has been bullied
- encourage any bully to change their behaviour
- impose sanctions on any student who continues to bully
- consider permanent exclusion in the most serious incidents of bullying

Role of the Senior Leadership Team (SLT)

The SLT has:

- appointed a member of staff to be responsible for promoting positive student behaviour
- appointed a member of staff to be responsible for pastoral care
- delegated powers and responsibilities to the Headteacher to eliminate all forms of bullying, to keep records of all incidents of bullying and the different types of bullying
- delegated powers and responsibilities to the Headteacher to ensure all school staff and visitors to the school are aware of and comply with this policy

- responsibility for ensuring that the school complies with all equality's legislation
- responsibility for ensuring funding is in place to support this policy
- responsibility for ensuring this policy and all policies are maintained and updated regularly
- responsibility for ensuring all policies are made available to parents
- the responsibility of involving the school senate in the development, approval, implementation and review of this policy
- worked with the school senate, school staff and parents to agree a definition of bullying
- the responsibility of involving the school senate in:
 - determining this policy with the WeST CCs (SLT)
 - discussing improvements to this policy during the school year
 - organising surveys to gauge the thoughts of all students
 - reviewing the effectiveness of this policy with the WeST CCs (SLT)
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Assistant Headteacher (Inclusion/Behaviour)

The Assistant Headteacher will:

- take a leading role in developing this policy and all related policies across the school
- collaborate closely with the Headteacher and WeST CCs (SLT)
- offer guidance and support to all school staff in recognising signs or behaviours indicative of someone being bullied
- work with students to identify areas within the school where they feel unsafe
- implement effective systems during playtime and lunchtime to minimise bullying risks, including:
 - Year Team Leaders available within their 'outdoor office' at social times
 - duty staff present in all social areas at breaktimes
 - creating safe spaces for vulnerable groups
 - coordinating an anti-bullying events
- integrate age-appropriate discussions on issues related to protected characteristics into the curriculum
- enhance students' resilience against bullying
- facilitate philosophy sessions to enable students to explore topics related to equality and diversity
- ensure smooth transitions for students moving from the primary to the secondary phase
- collaborate closely with external agencies to support students experiencing bullying
- work collaboratively with other schools to identify common issues related to protected characteristics
- identify national and local helpline information and indicate available help within the school
- utilise relevant research and information effectively to enhance this policy
- stay updated with new developments and resources in the field
- provide training for all staff during induction and as needed
- offer support to students who have been bullied and those displaying bullying behaviour
- regularly review and monitor the effectiveness of the policy

Role of the Year Team Leader

The Year Team Leader will:

- support the development and implementation of pastoral care programmes to address the needs of all students
- take a leading role in shaping this policy across the school
- collaborate closely with the Assistant Headteacher (Inclusion)
- ensure that the safeguarding and child protection policy safeguards all students from physical, intellectual, moral, and emotional harm

- assist in establishing and maintaining effective communication between the school, parents/carers, and external agencies
- utilise pertinent research and information to enhance this policy effectively
- offer guidance and support to all staff members
- conduct risk assessments when necessary

Role of School Staff

School staff will:

- adhere to this policy
- familiarise themselves with all associated policies
- recognise the signs of bullying to prevent its occurrence
- report any instances of bullying promptly
- thoroughly investigate all reported incidents of bullying
- take every form of bullying seriously
- ensure that all students are aware of the steps to take if they experience bullying
- encourage students to report any bullying incidents to any school staff member
- provide support to any student who has been bullied
- promote awareness about the negative impacts of bullying through personal and social education, Social and Emotional Aspects of Learning (SEAL), and religious education
- participate in relevant training sessions
- enforce the school's equality policy
- address and manage all incidents of discrimination
- attend appropriate training sessions related to equality
- report any concerns regarding any aspect of the school community
- all school staff must read Part One and Annex A & B of KCSiE

School staff must:

- understand that safeguarding and promoting the welfare of students is everyone's responsibility
- attend appropriate safeguarding and child protection training at induction
- be made aware of the following policies:
 - Safeguarding and Child Protection
 - Behaviour
 - School Staff Behaviour
 - Role of Designated Safeguarding Lead (DSL)
- attend regular updated safeguarding training.
- be aware of all safeguarding systems within the school
 - be in a position to identify concerns early, provide help for students, promote students' welfare and prevent concerns from escalating
 - have responsibility to provide a safe environment in which students can learn
 - be prepared to identify students who may benefit from early help
 - follow the processes as set out in KCSiE (paragraphs 51-67) if they have any concerns about a student's welfare
 - be aware of the process for making referrals to the local authority
 - report to the designated safeguarding lead any concerns they have regarding a student
 - know what to do if a student tells them they are being abused, exploited or neglected
 - be able to reassure victims that they are being taken seriously and that they will be supported and kept safe

Role of Students

Students must:

- acknowledge and adhere to this policy
- report incidents of bullying if they are victims – this can be done in person or via the school website in the Contact Us section under Student Concerns
- report any observed incidents of bullying
- participate in discussions within the school senate to explore ways of preventing bullying.
- follow the specified steps if they experience bullying:
 - remove themselves from the situation promptly
 - report the incident to a school staff member, providing details such as
 - what happened
 - their feelings
 - any prior incidents
 - the identity of the bully
 - the location, and the time
 - ensure their report is addressed and remember who they informed
 - inform their parents or another family member
- demonstrate respect towards others, their work, and equipment
- communicate respectfully without shouting, using language that is neither abusive nor offensive
- support the school home agreement (code of conduct) and follow necessary guidelines for the school's smooth operation
- collaborate with the school council
- participate in questionnaires and surveys

Role of Parents

Parents will:

- familiarise themselves with and endorse this policy
- receive invitations to attend a series of workshops, where they will:
- be informed that any form of bullying will not be tolerated, and perpetrators will be held accountable
 - agree upon a clear definition of bullying
 - be informed about the preventive measures in place
 - understand how incidents are addressed, monitored, evaluated, and recorded
 - encourage positive messages promoting good behaviour and respect for others at home
 - participate in agreeing upon an anti-bullying policy
- report any concerns about their child being bullied to the school
- rest assured that the school will handle all incidents of bullying
- be assured of receiving information about incidents and participating in related discussions.
- be requested to participate in periodic surveys conducted by the school
- uphold the school home agreement (code of conduct) and adhere to necessary guidelines to ensure the school's smooth operation

Training for School Staff

School Staff:

Equal opportunities for training.

- receive comprehensive training during induction, covering specific aspects such as:
 - understanding the concept of bullying

- identifying, preventing, and managing different forms of bullying, including cyberbullying, bullying of students with special educational needs, homophobic bullying, and racial, religious, and cultural bullying
- recognising bullying behaviours
- implementing anti-bullying strategies
- handling bullying incidents
- providing counselling to both victims and perpetrators
- participating in Anti-Bullying week activities
- addressing Homophobia issues
- enhancing students' resilience against bullying
- collaborating effectively with parents and caregivers
- receive regular training sessions to stay updated with new information

We, as an organisation:

- offer suitable training for all safeguarding policies
- ensure that all school staff members have undergone necessary training on all safeguarding policies
- ensure the accuracy and effectiveness of training content, believing that engaging training yields better measurable outcomes
- provide data demonstrating staff understanding through short, straightforward multiple-choice tests
- maintain records for all staff members, highlighting areas of training knowledge gaps and outlining the corrective measures taken to address those gaps

Raising Awareness of this Policy

We will raise awareness of this policy via:

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| ● school website | ● email |
| ● staff handbook | ● social media |
| ● meetings with parents | ○ Facebook |
| ● school events | ○ Twitter |
| ● meetings with school staff | ○ virtual message boards |
| ● Headteacher reports to the WeST CCs/WeST | ○ school newsletter |

Safeguarding

We are committed to safeguarding and promoting the welfare of all students as the safety and protection of children is of paramount importance to everyone in this school. We work hard to always create a culture of vigilance and we will ensure what is best in the interests of all students.

We believe that all students have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of student by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both students and school staff, training for school staff and with working with parents. We teach all our students about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all students to always feel safe. We want to hear their views on how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the SLT Inclusion, the Headteacher and the nominated WeST CCs link.

Linked Policies

- Complaints Policy and Procedure WeST 2023
- Behaviour Policy 2024
- Safeguarding and Child Protection WeST 2024
- Positive Handling Policy WeST 2022

Headteacher:	C Granville	Date:	
Review Date: April 2027			