



## **Anti-Bullying Policy February 2025**

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Date approved by Governing Body	W.Wills
Date uploaded to website	
Review date	February 2026

Bullying, both verbal and physical, will not be tolerated in our school. It is everyone's responsibility to prevent it from happening and this policy contains guidelines for all members of the school community.

In our school children have the right to feel welcome, safe and happy. In our school we will not tolerate any unkind actions or remarks, even if these were not intended to hurt. Bullying is deliberately hurtful behaviour that is repeated often over a period of time, making it difficult for the person concerned to defend themselves.

## Policy Objectives

We are committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

- This policy outlines what we will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community.

This policy links with a number of other school policies, practices and action plans including:

- Behaviour policy
- Complaints policy
- Safeguarding and Child Protection policy
- Staff Code of Conduct policy
- Online safety and Acceptable use policies (AUP)
- Curriculum policies, such as: PSHE, citizenship and computing

## Responsibilities

- It is the responsibility of:
  - The Executive Headteacher and Head of School 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.
  - Pupils to abide by the policy.

## Definition of Bullying

- Bullying can be defined as 'behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally' (DfE *Preventing and Tackling Bullying July 2017*)
- Bullying can include physical and emotional abuse such as: name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, peer isolation (e.g. excluding people from groups) and spreading hurtful and untruthful rumours.
- Bullying can be in relation to physical appearance, home circumstance (e.g. young carers, children in care), physical/mental health conditions, sexualised bullying/harassment and prejudiced-based/discriminatory bullying (against people with protected characteristics).

- The same unacceptable behaviours can be expressed online; this is sometimes called online bullying or cyberbullying. Specifically this can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- The Lightyear Federation recognises that bullying can be emotionally abusive and can cause severe and adverse effects on children's emotional development.
- Bullying is recognised by The Lightyear Federation as being a form of child on child abuse; children can abuse other children.
  - Abuse is abuse and it should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".
  - We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported.
  - All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

## Our Ethos

We recognise that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

- ***Our School Communities:***
  - Understand the importance of challenging inappropriate behaviours between peers.
  - Monitors and reviews our anti-bullying policy and practice on a regular basis.
  - Support staff to promote positive relationships to help prevent bullying.
  - Recognise that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
  - Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
  - Ensure our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
  - Require all members of the community to work with the school to uphold the anti-bullying policy.
  - Recognise the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
  - Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy.
  - Seek to learn from good anti-bullying practice elsewhere.
  - Utilise support from the Local Authority and other relevant organisations when appropriate.
  - Provide play facilities available for our children that provide an interesting and stimulating environment.

## Responding to Bullying Concerns

The following steps will be taken when dealing with any incidents of bullying reported to the school:

If bullying is reported, the incident(s) and names of those involved will be recorded immediately on ClassCharts by the member of staff who has been approached or witnessed the concern. The member of staff will notify the Executive Headteacher/Head of School or a member of the Senior Leadership Team (SLT). The Executive Headteacher/Head of School will be made aware of all instances of bullying.

### Children who have been bullied will be supported by:

Reassurance will be given to the child immediately.

An immediate opportunity will be offered to discuss the experience with their teacher, the Designated Safeguarding Lead, or a member of staff of their choice. A written record of their account will be kept.

The DSL will be informed of all bullying concerns, especially where there may be safeguarding issues. Other staff members may be spoken to/informed as appropriate (e.g. Inclusion Director, Pastoral Team, Class Teacher)

Parents/carers will be contacted and invited to speak further over the phone or in a face to face meeting. The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.

The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate. The child may be advised to keep a record of the bullying as evidence and there will be a discussion of how to respond to any further concerns.

Where appropriate, a plan will be made with the pastoral team to help towards restoring self-esteem and confidence. Ongoing support will be provided. This may include the child working and checking-in with staff, offer of formal counselling, school further engaging with parents and carers.

Where necessary, we will work with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through or Integrated Children Services or support through the Children and Young People's Mental Health Service.

### Children who have perpetrated bullying will be helped by:

A member of SLT will speak with the alleged perpetrator separately and keep a written record of their account.

Where bullying has been found to have taken place, there will be a discussion with the child about what has happened and the need to change the behaviour.

The Designated Safeguarding Lead will be informed of all bullying concerns, especially where there may be safeguarding issues.

The Head of School/member of SLT overseeing will check behaviour logs and make enquiries to see whether the alleged perpetrator has been involved in similar incidents, enabling any patterns of behaviour to be established.

Parents will be contacted at the earliest possible opportunity to discuss and help change the attitude and behaviour of the child.

School will provide appropriate education and support regarding their behaviour or actions. If online, it may be requested that content be removed and accounts/content reported to service provider.

Sanctioning will be decided, in line with school behaviour policy. Parents will be informed of sanction.

Where necessary, we will work with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Integrated Children Services or support through the Children and Young People's Mental Health Service.

- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy and the school behaviour policy. If required, the Designated Safeguarding Lead will collaborate with Designated Safeguarding Leads at other settings.
- Instances of bullying will also be recorded using the KCC Bullying Returns Form.

## ***Cyberbullying***

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person 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 person 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 DfE guidance on 'Searching, screening and confiscation at school'
  - 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.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils 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.

## ***Supporting Adults***

Our schools take measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

- *Adults (staff and parents) who have been bullied or affected will be supported by:*
  - Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Executive Leadership Team.
  - Advising them to keep a record of the bullying as evidence and discuss how to respond to future concerns.
  - Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
  - Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
  - Reassuring and offering appropriate support.
  - Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- *Adults who have perpetrated the bullying will be helped by:*
  - Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
  - Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
  - If online, requesting that content be removed.
  - Instigating disciplinary, civil or legal action as appropriate or required.

## **Preventing Bullying**

### ***Environment***

- The whole school community will:
  - Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
  - Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
  - Recognise the potential for children with Special Educational Needs and Disabilities (SEND) to be disproportionately impacted by bullying and will implement additional pastoral support as required.
  - Recognise that bullying may be affected and influenced by gender, age, ability and culture of those involved.
  - 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.
  - Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
  - Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
  - Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-based and discriminatory bullying.

- Actively create “safe spaces” for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

## ***Policy and Support***

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- 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.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools’ attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- 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:
  - 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.
  - Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
  - Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
  - Provide systematic opportunities to develop pupils’ social and emotional skills, including building self-esteem.

## **Involvement of Pupils**

*We will:*

- 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.
- Regularly canvas pupils’ views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support
- Publicise the details of internal support, as well as external helplines and websites.

- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

## **Involvement and Liaison with Parents and Carers**

*We will:*

- Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about prejudice-based and discriminatory bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

## **Record Keeping**

All forms of inappropriate behaviour will be recorded via ClassCharts. Instances of bullying will also be reported via KELSI. Governors are kept up to date about the number of bullying cases via the DSL's termly report.

## **Monitoring and Review: Putting Policy into Practice**

- We will ensure that we regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied and any issues identified will be incorporated into the school's action planning.
- The Executive Headteacher and/or Head of School will be informed of bullying concerns, as appropriate.
- The Head of School will report on a regular basis to the governing body on incidents of bullying, including outcomes.

## **13) Useful Links and Supporting Organisations**

The following links may provide additional support to children, staff or families.

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



- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

## Cyberbullying

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Report Harmful Content: <https://reportharmfulcontent.com/>
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Internet Safety (UKCIS): [www.gov.uk/government/organisations/uk-council-for-internet-safety](http://www.gov.uk/government/organisations/uk-council-for-internet-safety)
- DfE 'Cyberbullying: advice for headteachers and school staff': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://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](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

## SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://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/at-risk-groups/sen-disability](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

## Race, Religion and Nationality

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srrc.org/educational](http://www.srrc.org/educational)

## LGBTQ+

- Barnardo's LGBTQ Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## Sexual Harassment and Sexual Bullying

- NSPCC 'Report Abuse in Education' Helpline: [0800 136 663](tel:0800136663) or [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- Ending Violence Against Women and Girls (EVAW): [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)

- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying](http://www.anti-bullyingalliance.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/tools-information/all-about-bullying/sexual-and-sexist-bullying/investigating-and-responding-sexual>
- Childnet Project DeShame (Online Sexual Harassment and Bullying): [www.childnet.com/our-projects/project-deshame](http://www.childnet.com/our-projects/project-deshame)