



Alderman White School

A member of The White Hills Park Trust

Anti-Bullying Policy

September 2025

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1. Introduction

We have a zero-tolerance approach towards bullying and work proactively to create a school culture and environment which prevents bullying. This is in keeping with our school vision – to be an inspiring community of opportunity for all. Our INSPIRE values include integrity, nurture, and responsibility.

Framework and Guidance

This policy takes into consideration:

[Preventing and tackling bullying](#) (DfE guidance, July 2017)

[Keeping children safe in education - GOV.UK](#)

2. Our commitment to anti-bullying

We will:

- Promote positive relationships to help prevent bullying.
- Ensure our students 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 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.
- Intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Recognise the potential impact of bullying on the wider family of those affected and work in partnership with parents/carers regarding all reported bullying concerns and seek to keep them informed at all stages.
- Deal promptly with any concerns regarding the school's response to incidents of bullying in line with our complaints policy.
- Seek to learn from good anti-bullying practice elsewhere.
- Utilise support from relevant organisations when appropriate.

3. Links with other school policies

This policy should be read in conjunction with the:

- Behaviour policy
- Exclusion policy
- Safeguarding and Child protection policy
- Equality Policy
- RSHE policy

4. Roles and responsibilities

The table below outlines general responsibilities of stakeholders relating to this policy.

	Responsibility
Governors	To ensure that the policy is reviewed and approved annually. To monitor the number and type of bullying and prejudice related incidents.
The Headteacher	Communicate this policy to the school community. Ensure that the behaviour policy is applied fairly, consistently, and reasonably, Identify a member of the senior leadership team to oversee the anti-bullying policy.
Assistant Headteacher (Safeguarding / Mental Health)	To evaluate, review and develop the policy involving students, staff, parents/carers, and Governors.

	<p>To oversee the implementation of the policy including the management of bullying incidents.</p> <p>To ensure that staff receive appropriate training.</p> <p>To co-ordinate strategies to prevent bullying behaviour.</p> <p>To ensure that students are taught about healthy relationships, what bullying is and what to do if they encounter bullying,</p> <p>To monitor and assess the effectiveness of the policy.</p>
All staff	To support, uphold and implement the policy.
Parents and Family Members	To support their child(ren) and work in partnership with the school.
Students	To abide by the policy.

5. 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)

The Anti-Bullying Alliance definition of bullying is: ‘The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face-to-face or online.’

It involves 4 key elements:

- It is **hurtful or upsetting**.
- It is **intentional** – the bully knows that their behaviour is wrong or not allowed and that it is likely to upset the target.
- It is **repetitive** – mistakes can happen, and young people can become angry or upset. A one-off incident of unkindness or aggression is not OK, but it is not defined as bullying.
- It involves a **power imbalance** – if the target asks the bully or bullies to stop and they do not or does not feel able to ask them to stop, this indicates a power imbalance.

Bullying is recognised by the school as being a form of child-on-child abuse. It can cause severe and adverse effects on children’s emotional development.

One-off incidents of hurtful or upsetting behaviour.

- Any behaviour that is unkind or upsetting is not tolerated or accepted in school and will be addressed following our behaviour policy.
- There is zero tolerance towards discriminatory behaviour.
- The school operates a “no physical contact policy” and any form of threatening or aggressive behaviour, assault or fighting is not acceptable.
- Many aspects of this policy will apply even if the behaviour does not meet the definition of bullying.

Mutual hurtful or upsetting behaviour.

Sometimes an allegation of bullying may result in a counter-allegation. This will be investigated. If both parties have been hurtful to each other, this is unlikely to be bullying as there is not a clear power imbalance. The behaviour will still be addressed following the behaviour policy and first ensuring that everyone is safe, then stopping the upsetting and hurtful behaviour, and reflecting on any actions that could prevent this from occurring in the future.

6. Forms and types of bullying

TYPE OF BULLYING	DEFINITION
Psychological / emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Verbal	Name-calling, taunting, mocking, making offensive comments including in writing, sarcasm, spreading rumours, teasing.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI) This can include sending offensive, upsetting and inappropriate messages and / or offensive or degrading photos or videos, hacking into someone's accounts/sites, impersonating someone online, posting of images, Exclusion from activities, Threats and manipulation, or stalking. Cyber-bullying can be particularly intrusive as it can occur anywhere and at any time. The bully or bullies may or may not be known to the target. The bullying may be done anonymously.
Prejudice-based and discriminatory, related to <ul style="list-style-type: none"> • Race • Religion or belief • Sex • Sexual orientation • Gender Reassignment • Disability • Pregnancy or maternity 	Taunts, gestures, graffiti, or physical abuse focused on a protected characteristic.
Sexual bullying	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching (sexual assault)

The Anti-Bullying Alliance identifies that bullying is often a group behaviour and may involve a ringleader, assistants who are also involved in bullying and reinforcers who do not bully themselves but laugh or encourage the bullying behaviour (See Appendix 2).

Bullying can occur in school, on the journey to and from school and outside of school hours, either online or in the local community. The school will work with parents and students to address incidents that occur off the school site or outside of the school day.

7. At-risk groups

Anyone can be the target of bullying however real or perceived differences can make a young person a target for bullying. We are mindful that national research shows that the following groups of students may be at greater risk of bullying:

- Those with SEND needs.

- Those whose physical appearance is different from the norm based on height, weight, physical deformity or due to a medical condition.
- Carer-experienced students
- Young carers
- Minority ethnic groups or minority religious groups (e.g. Muslim students and Jewish students)
- Refugees and Asylum seekers
- Those from Gypsy, Roma, and Traveller families
- Those who are or are perceived to be gay, lesbian, or bi-sexual.
- Those who are or are perceived to be gender questioning or transgender.
- Those in receipt of Free School Meals

Young people may also be targeted due to their:

- Clothing
- Philosophical beliefs, especially if these are different from most of their peers.

Young people who have fewer friends or are less socially confident may feel or be at greater risk of bullying.

8. How the school will prevent bullying

8.1 School Culture

- The school focusses on developing a strong sense of community and belonging based on our INSPIRE values which include Nurture, Engagement and Responsibility.
- We promote equality and celebrate our uniqueness and diversity.
- We promote a culture of mutual respect with those who have different characteristics or features to us in line with our Public Sector Equality Duty.
- Assemblies, tutor activities, and the curriculum enable students to develop an understanding of our school values, and their legal and moral responsibility to treat others with respect.
- The school will maintain high expectations regarding behaviour and reinforce these through logging INSPIRE points and behaviour incidents. (see our Behaviour policy)
- Awareness events such as our Culture Day promote mutual understanding and a celebration of diversity. Our broad enrichment programme gives students an opportunity to feel part of our school community and to work together with others.
- The school will promote the importance of trusting relationships with adults inside and out of school and will encourage students to talk to a trusted adult about any concerns or worries they may have.
- Staff will challenge behaviour and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination, and respect towards others.

8.2 Teaching about positive and negative relationships and bullying

- Our Personal Development curriculum covers the statutory RSHE guidance and teaches students about health and unhealth relationships including healthy relationships, bullying and cyber bullying, challenging racism and peer pressure in Year 7; belonging, equality, self-esteem and respectful relationships and staying safe online in Year 8; the Equality act, discrimination and protected characteristics, navigating conflict, and consent in Year 9; online grooming and radicalisation, domestic abuse and sexual harassment and challenging prejudice and discrimination in Year 10.
- We use awareness days and events such as Anti-Bullying Week, Internet Safety Day, World Mental Health Day, and Children's Mental Health Week to remind students how to treat others and how and where to get support if needed.
- We ensure that students are taught how to stay safe and behave appropriately and legally online in Computing and Personal Development lessons.

8.3 Building trusting relationships

- Students have a tutor who they see each morning for 25 minutes. Tutors stay with their tutor group throughout their time in school.
- Year 7 tutor groups have a dedicated Teaching Assistant who moves around the curriculum with them. They get to know the children well, monitor interactions and for any changes in behaviour.
- All students have access to the Base where they can get support from the pastoral team.
- All staff have had training in trauma -informed practice and recognise that “every interaction is an intervention.” Adults in school actively work to build appropriate professional relationships and know students as individuals.

8.4 Minimising opportunities for bullying during the school day

- Staff are on the school gates at the start and end of the school day to meet and greet and say farewell to students and to monitor that students are arriving at and leaving school politely and appropriately.
- Break and lunchtime supervisors and members of SLT and the pastoral team are on duty each break and lunchtime in the hall and outside. They wear a blue tabard or jacket so that students can locate them easily.
- If mobile phones and smart watches are brought to school, they must be switched off throughout the school day and in the student’s bag or locker. For Year 7, parents must complete a school mobile phone contract, and the phone must be placed switched off in the student’s locker throughout the school day. If students do not follow this policy their phone will be confiscated and parents informed. Where students have used their phone inappropriately in school
- Year 7-8 and Year 9-11 have separate break and lunchtimes. This gives year groups more facilities to access at social times and reduces the potential for younger students to feel intimidated by older students in queues or while moving around the site or accessing sports facilities.
- We ask that parents and students make us aware of any incidents that have occurred outside of school or online, or any circumstances that may create conflict with other students.

8.5 Targeted support

- The school will identify students who may be more at risk of being the target of bullying, or students who may be at risk of being involved in bullying. This may be due to historic incidents, or characteristics. SEND students may be more vulnerable as they may find it harder to identify the behaviour as bullying or communicate what is happening.
- Students may receive one-to-one or small groups support regarding maintaining friendships, social skills, emotional wellbeing, or managing emotions.
- Some students may receive additional support at social times for an agreed period such as remaining in a supervised area or monitoring and support if required from a Teaching Assistant.
- In lessons, Teaching Assistants may work with students who need additional support including in their interactions with peers.
- Students who attend the Nurture, Haven or IMP provision will be supported in a smaller group environment and will receive personalised support which may include additional support in relation to supporting and maintaining healthy relationships.

8.6 Training for staff

- All staff receive an annual update in relation to Safeguarding, which includes child on child abuse, including bullying.
- Staff receive updates on INSET Days and Teaching and Learning briefings which include refresher training in relation to our behaviour and anti-bullying policies.
- Staff receive training in relation to supporting groups of students who have additional vulnerabilities including those with SEND needs, Young Carers and those who are care experienced.

- The school will use the National College and Anti-Bullying Alliance CPD materials.

9. Possible indicators that someone is being bullied.

A child may indicate by signs or behaviour that they are being bullied. These could include:

- being frightened of walking to or from school / asking to be driven to school
- being unwilling to go to school or saying they feel ill in the morning, truanting.
- doing less well at school
- becoming withdrawn anxious or lacking in confidence; starts stammering.
- being afraid to use the internet or mobile phone; being nervous & jumpy when a cyber message is received.
- is frightened to say what's wrong.
- arriving home with clothes torn or books damaged; having possessions which are damaged or " go missing"; having dinner or other monies continually "lost"; asking for money or stealing money (to pay bully); having unexplained cuts or bruises.
- crying themselves to sleep at night or has nightmares; self-harming or expressing suicidal thoughts or intent; running away.
- becoming aggressive, disruptive, or unreasonable

These signs and behaviours could indicate other issues, but bullying should be considered a possibility.

Adults in school will be trained to be vigilant for changes in behaviour and to report any concerns.

Parents are advised to share any concerning changes in behaviour with a member of school staff.

10. Reporting Bullying

It is important that bullying or suspected bullying is reported as quickly as possible. The initial focus will be on supporting the person who has been bullied. Their views will be listened to and taken into account in deciding on the action to take to stop the bullying.

The person who is being bullied:

We recognise that it can be extremely hard to report bullying. People who have been targeted may be scared that reporting it will make the bullying worse or may feel embarrassed that the bullying is happening. They may worry that they will not be believed or be taken seriously.

We encourage anyone who is being bullied to be brave and tell. Bullying is never the fault of the person who is being bullied.

If you are being bullied, you can do this in a number of ways:

- Tell a trusted adult at home or school.
- Tell a friend first and ask for their help in telling an adult.
- Use the school SHARP system to report that you are being bullied and giving your name.
- Contact Childline for advice.
- Write down your concerns and give or send them to someone if you are finding it hard to speak about it.

The people involved in the bullying are hoping that you will not tell anyone. Telling is the first step to stop the bullying.

You can get more advice and support here:

[Bullying and advice on coping and making it stop | Childline](#)

DO NOT

Tell other students or young people and encourage them to try and resolve the issue by bullying, threatening, or harming the people responsible.

Students who have witnessed bullying or are worried that someone is being bullied:

If you witness an incident that may be bullying, suspect that a peer is being bullied, or a peer tells you that they are being bullied, **make sure it is reported to an adult.**

- Talk to the person being targeted and encourage or support them to report it.
- Tell a trusted adult at home or school.
- Use the school SHARP system to report what you have seen, know or suspect.

Witnessing, being told about or suspecting bullying can be upsetting. Adults in school will make sure you are supported.

DO NOT

Try and sort out the problem yourself.

Stay silent – even if the target asks you to.

Adults in school:

Bullying is a safeguarding issue. Adults who are concerned that a student is being bullied must follow the school's safeguarding procedures and report the matter to the DSL or Deputy DSL in person as soon as possible.

The first priority will be making sure that the target(s) are safe and supported, while the matter is investigated.

Any behaviour incidents that involve unkindness, hurtful behaviour, or threatening or aggressive behaviour must be reported on BROMCOM following the school's behaviour policy. This can help to identify patterns of behaviour and helps to create an environment where students treat others with respect, and it is difficult for bullying to occur.

Parents and Family Members:

Finding out that your child or family member has been bullied will be very upsetting and you may feel very angry or very emotional.

Reassure your child or family member that it is not their fault; you are glad that you know and that you are going to support them to make sure that they are safe and that the bullying stops.

We strongly advise against approaching the young people responsible or their family members directly unless you know the family very well and are confident that all parties will be able to manage this in an appropriate way. Speaking to an under-18 directly either in person or online about their behaviour could result in an allegation that you have intimidated them.

Please report your concerns to school as soon as you can.

- Phone or email school asking to arrange an appointment or to speak with a member of the pastoral team as soon as possible and saying that you are concerned that your child (or another child) is being bullied.
- If you are concerned that your child will not be safe at school until this meeting or conversation has taken place, you may make the decision to delay sending your child to school.

If a bullying incident occurs during the school day your child should report this to a member of staff as soon as possible.

DO NOT

Encourage your child to break the school's mobile phone policy by using their phone during the school day.

If you feel that you need updates or contact with your child during the school day, please discuss this with a member of staff.

11. Responding to Bullying Incidents

The school uses the Anti-Bullying Alliance's 3 step approach to responding to bullying.

In this section the person or people who have been or may have been bullied are referred to as the target(s).

Step 1: Securing the physical and emotional safety of all parties.

- The target(s) will be taken to a safe place away from the people involved in the bullying.
- Bullying allegations will be taken seriously and investigated as quickly as possible.
- A record will be made of the allegations and investigation. This will be recorded on CPOMS for the target and the other students involved.
- The target(s) will be reassured that the bullying is being taken seriously, it is not their fault and that they do not have to put up with it.
- The target(s) will be listened to with regard to what has happened, and how they think the bullying should be stopped.
- The target(s) will be informed of what will happen next and kept informed.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- A safety plan will be put in place to ensure that the target(s) can return to their normal routines as quickly as possible.
- Parents will be made aware of what has been reported, if they are not already, and the action the school is taking.
- Where bullying takes place off the school site or outside normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If necessary, a member of SLT will collaborate with other schools.

Step 2: Preventing the bullying from reoccurring.

- The behaviour policy will be used to identify appropriate consequences for any of the people who perpetrated the bullying. This may include the ringleader (the person who initiates and leads the bullying), assistants (who join in with the bullying), and reinforcers (those who do not join in but support the bullying by laughing or encouraging it). (See Behaviour Policy)
- Support strategies will be identified for the target and, if necessary, those involved in the bullying.
- The names of those involved will be recorded based on their roles in the bullying. This includes Outsiders, who did not get involved, and defenders, who stood up for the bully, as well as targets, the ringleader, assistants, and reinforcers. Consideration will be given to how they were involved and what needs to be done to change their behaviour and stop the bullying. The response will be built upon changing the behaviour of the group and not solely on changing the behaviour of the Target/s. (This is important to avoid sending a message to the target that the bullying is their fault.)
- A clear and precise record of the bullying incidents, investigation and action taken will be kept on CPOMS.
- The strategy will be developed together with the target, and the person putting in place will check that they are happy with the plan.
- Agreement will be sought from all those involved about the way forward. Sometimes this may be done with a signed agreement or a conversation. A record will be kept of the agreement.
- The steps being taken will be clearly communicated to those involved and their parents.
- The plan will be communicated to all the adults in school who need to be aware of it.
- An adult will be identified who will regularly check in with the target/s. It will be agreed how the target(s) can discreetly seek support or report how they are feeling at school regularly.

- The school Police Early Intervention Officer may be involved in the plan by speaking to the students involved regarding the legal implications of any bullying behaviour.
- The parents of target(s) and other students involved will be kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- The plan will be reviewed at regular intervals.

Step 3: School learning and reflection

The staff involved in addressing the bullying will reflect on what can be learnt from the situation to help the school to prevent and address bullying more proactively in the future. This will include:

- Identifying any actions that may be needed to ensure that bullying is prevented and identified or reported as quickly as possible when it does occur, such as reminders to students about how to report incidents, or a review of duty points.
- Considering whether any staff training needs have been identified and will consider the whole staff team including support staff.
- Considering whether school policy and procedures need refreshing or reviewing.
- Thinking about whether students and parents are clear about what bullying is and isn't, and the school's approach to anti-bullying?

They will identify what needs to happen and who they need to speak to, to make this happen and agree a timescale for these actions.

12. How the school will react to bullying that occurs off school premises or online

Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable." This includes behaviour at any time, in person or online that poses a threat or causes harm to another student. (See Behaviour Policy Section 17 and 18). Therefore, bullying that occurs outside of school hours or off the school site will be addressed under this policy.

13. Supporting Students

Students who have been bullied will be supported by:

- Reassuring the student and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with an appropriate member of staff.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Being offered access to our School Counsellor for check-ins, wellbeing support, or counselling.
- Where appropriate, referrals to external agencies such as Early Help or Children Social Work Service, or the Mental Health Support Team or Children and Adolescents Mental Health Service (CAMHS).

Students who have perpetrated bullying will be supported by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Where appropriate, being offered access to our School Counsellor for check-ins, wellbeing support, or counselling.
- Where appropriate, referrals to external agencies such as Early Help or Children Social Work Service, or the Mental Health Support Team or Children and Adolescents Mental Health Service (CAMHS).

14. How the school records, analyses, and monitors incidents of bullying

Bullying incidents and action plans will be recorded on CPOMS. The DSL will analyse this data termly and include summary data in a termly safeguarding report to Governors. Any patterns of trends linked to those involved will be analysed and appropriate actions identified.

15. General Data Protection Regulations (GDPR) & Data Protection Act (DPA 2018)

Data will be processed in line with the requirements and protections set out in the GDPR and the DPA 2018. Data will be held in accordance with the Trust's Data Protection policy. Data may also be shared when appropriate in accordance with our statutory duties and as detailed in the Trust Privacy Notice.

16. Policy Review and Development

The policy will be reviewed in accordance with DfE guidance and advice from Childline and the Anti-Bullying Alliance (ABA) and in consultation with students, parents and staff.

The policy will be reviewed annually and approved by the Governing Body.

Appendix 1: Resources

Resources for students

[Bullying and advice on coping and making it stop | Childline](#)

Resources for parents

[Advice for parents and carers on cyberbullying \(DfE\)](#)

Resources for adults in school

[Preventing and tackling bullying \(DfE\)](#)

[Cyber bullying: advice for headteachers and school staff \(DfE\)](#)

[ABA Responding To Bullying Incidents School Tool.pdf \(ABA\)](#)

[Cyberbullying Guidance | Childnet](#)

[Cyberbullying guidance and practical PSHE toolkit | Childnet](#)

[Teaching about online bullying \(ABA\)](#)

[Sexual and sexist bullying guidance 2022_3.pdf \(ABA\)](#)

Appendix 2: Bullying as a group behaviour

Based on the Anti-Bullying Alliance Toolkit

Investigating and stopping bullying will involve identifying anyone in any of the roles below and working with them to change their behaviour (both through restorative practice and the consequences in our behaviour policy where appropriate)

Research undertaken in Finland by [Christina Salmivalli \(1996\)](#) gave us a greater understanding of the roles involved in bullying. It showed that the traditional view of bullying where there is a 'victim' and a 'bully' was much more complicated.

The information below has been adapted from that research and we believe it can help develop your Step 2 strategy and navigate the group dynamic.

