



Anti - Bullying Policy

Updated Date: Autumn 2025

Review Date: Autumn 2026

Signed: _____

Chair of Governors

Date: _____

Rationale:

We embed our vision to **'Be the best you can be'** through our values

Be Safe

Be Kind

Be Respectful

Be Inquisitive



The Footprints Federation actively seeks to provide a supportive learning environment, where all its members feel safe and happy. This policy outlines what the Federation will do to prevent and tackle bullying. We are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated. It provides a comprehensive, universally understood definition of bullying behaviour and to outline strategies for all members of the school community to combat social, emotional, physical and all other forms of intimidation.

We will not tolerate bullying within the Federation. Children should be encouraged to tell adults if they feel they are being bullied and staff must tell a member of SLT if they feel they are being bullied. Staff must be vigilant and be prepared to discuss incidences of bullying in class through PSHE and circle time.

This policy has been developed in compliance with the Public Sector Equality Duty (PSED) which is a legal requirement of the Equality Act 2010 for schools to have due regard to eliminating unlawful discrimination, harassment and victimisation.

This policy focus is on key issues and how to illuminate bullying and to improve the outcomes of students who may be more at risk of harm from issues such as sexual violence, homophobic, biphobic, transphobic bullying or racial discrimination.

Definition of bullying:

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", March 2014).

It is:

- Deliberately hurtful behaviour
- Repeated, often over a period of time
- Difficult for those being bullied to defend themselves
- Someone who has power over others and uses it
- Difficult for those who bully to learn new social skills

Types of bullying:

Bullying can happen to anyone.

This policy covers all types of bullying related to Protective Characteristics in relation to the Equality Act 2010 including:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology – “cyberbullying”

However, we also recognise that incidents may occur between pupils, which may not be deemed as ‘bullying’ but still require support or intervention from trusted adults. These incidents may be referred to as ‘relational conflicts’ or falling out. Relational conflict differs from bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict.

Not all relational conflict or falling out leads to bullying, but staff in our federation are aware that occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually), pupils who witness these incidents/behaviours are often referred to as ‘bystanders’.

Regardless of whether an incident or situation is deemed as ‘relational conflict’ or ‘bullying’, our federation schools will address the situation and support the pupils to resolve any negative feelings. Our schools will monitor children following a relational conflict to ensure that the situation has been resolved and does not escalate to bullying. Our schools will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all pupils feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider school community).

What does bullying behaviour look like?

In the Footprints Federation, we consider the context within which incidents and/or behaviours of concern occur. We will consider the motivations behind the behaviours and will take into account the age and stage of development of the pupils involved. Our focus will always be the safety and welfare of all children involved. Bullying behaviour may include, but is not limited to:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling
- Emotional – isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online / Cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion etc.
- Indirect – can include the exploitation of individuals such as ‘false friendships’, criminal exploitation, sexual exploitation, and radicalisation

- Prejudice-related – derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior.

There is no hierarchy of bullying, all forms of bullying are taken equally seriously and will be dealt with appropriately.

Where does bullying take place?

In the Footprints Federation, we understand that bullying is not confined to the school premises. Bullying can take place outside of school, on the journey to and from school and in the local community. Bullying may also take place online (this is sometimes referred to as cyberbullying). We will offer support and guidance to pupils, parents/carers and families who have experienced any type of bullying whether this has taken place inside school, outside of school or online. We are committed to working with outside agencies where appropriate to prevent and tackle all forms of bullying.

Why tackle bullying?

- Because we are an effective, caring Federation
- It makes people unhappy and leads to low esteem
- Pupils who are being bullied are unlikely to concentrate on their school work
- To prevent the spread of anti-social behaviour
- Because all members of the school community have a responsibility to do so

Preventing, identifying and responding to bullying

The federation community will:

- Create and support an inclusive environment which promotes a culture of equality and mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying. The policy will be shared with all the staff community and with other stakeholders via the individual school's website.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.

- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create “safe spaces” for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school/federation ethos.
- Pupils and staff should be assured that they have done the correct thing when reporting bullying
- All bullying incidents should be reported on the agreed proforma and handed to leaders and parents of the bully to be informed.
- The emphasis should be on changing the behaviour of the bully, whilst supporting the pupil or member of staff who has been bullied
- Incidents should be followed up at a later time
- All lunchtime incidents should be reported to the class teachers
- Class teachers will investigate incidents involving members of their class
- Issues should be raised in class without mentioning names initially
- The usual schools procedures for inappropriate behaviour will be followed considering each case individually.
- Follow the Positive Behaviour Policy and behaviour tracking sheets.
- Staff need to be vigilant of any type of extreme behaviour which may be linked to indoctrination, radicalisation and sexual exploitation of children. Concerns of this type must be Referred following school child protection and safeguarding policies.

Procedures for recording bullying:

When a disclosure is made, it should always be treated seriously, with appropriate discretion and carefully investigated.

- who was involved (or alleged to be)
- where and when the incident happened
- what happened
- what action was taken
- how it was followed up
- categorising the type of bullying recorded – e.g racist, homophobic, transgender, cyber, physical emotional, sexual harassment etc.

Direct action against bullying should occur within a context which reminds children and staff that bullying behaviour is unacceptable to the federation and will not be tolerated

Guidance for staff:

All staff at our schools are aware that children may bully other children, and that this can happen both inside and outside of school, and online. All staff understand the school’s Anti-Bullying strategy and approach and know the important role that they each have in preventing and tackling bullying.

All members of staff, teaching and non-teaching, should address any incident of suspected or observed bullying by adhering to the following points:

- Remove the involved parties to a quiet area to discuss the incident.

- Keep a record of the discussion if necessary and transfer detail to the bullying log.
- Acknowledge there is a problem and help the pupils to find their own solution
- When discussing the incident staff to remain neutral. Think carefully about how questions are phrased and avoid direct closed questions.
- Allow each pupil an opportunity to speak.
- If the class teacher is not the person completing the incident log it is vital to ensure that they are fully aware of the incident and have read the completed log.
- Class teacher to speak with parents to explain the incident and procedures.
- Completed incident log to be passed to the relevant Senior Leader, who will safely store the records for reference.
- Involved staff to ensure that action to address the issue is fully recorded. Some staff may wish to liaise with colleagues before completing this section.
- Relevant staff to ensure that a follow up meeting/weekly check ins with involved parties takes place to show that action has been effective. Record follow up notes on the proforma. This may mean liaising with the Headteacher, who will be in possession of the paperwork.

Guidance for Pupils:

We will:

- Regularly canvas children and young people's 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.
- Provide a PSHE curriculum which celebrates equality and diversity and examines the Rights of a Child (UNICEF)
- Publicise the details of helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

Guidance for Parents and Carers:

We will

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers.
- Ensure that all parents/carers know who to contact if they are worried about bullying. This is the child's class teacher, in the first instance.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- 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.
- We ask that parents/carers come directly to the school with their concerns rather than discussing them with other members of the school community in person or online.
- Our schools remain committed to supporting pupils and their families in all instances of bullying and relational conflict and will respond to reports promptly. Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

- We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR (General Data Protection Regulations). This may mean, at times, that we are not able to provide or share information or updates.

We understand that it can be very difficult for a parent/carer to be concerned or hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

We ask that if parents/carers have concerns about their child experiencing or perpetrating bullying, that they contact a member of school staff. Initially we ask parents/carers to contact their child's class teacher to explain their concerns. The class teacher will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail. Following the report and/or the meeting, the teacher will make a formal record of the bullying report on the school's recording system (CPOMs) and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

Other members of staff may become involved as outlined below. The Headteacher or SLT may become involved at any point in the process if deemed appropriate

Success Criteria

Expected effects of anti-bullying policy:

- Staff and children are more vigilant in response to bullying behaviour
- All stakeholders feel that the school is trying to prevent bullying and there is evidence of less bullying.

Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, Headteachers of School, Senior Leaders, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Headteachers communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy.

Monitoring & review, policy into practice

To ensure the effectiveness of the policy Senior Leaders will;

Review the incident log and gather staff, parent and pupil voice to ensure the effectiveness of actions taken.

Analyse incidents and bullying categories to ensure the effectiveness of interventions and the PSED curriculum on this type of behaviour.

Links to other policies

Child-on-child Abuse Policy (Previously named 'Peer on-peer')

Positive Behaviour Policy

Safeguarding/Child Protection Policy

Online Safety Policy

Equality Policy

RSE Policy Includes information about our school's

Complaints Policy

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014:
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”:
<https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- *Changing Faces*: www.changingfaces.org.uk
- *Mencap*: www.mencap.org.uk
- DfE: *SEND code of practice*:
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational