



Little Ilford School Anti-Bullying Policy

Policy Origin / Base Guidance: DfE “Preventing and Tackling Bullying” (July 2017) and statutory safeguarding frameworks.

Last Formally Reviewed and Updated: June 2026.

Next Scheduled Review Date: June 2027.

Monitored By: Headteacher, Governing Body, and the Designated Senior Leadership Team Member.

1) Policy Objectives

This policy outlines what Little Ilford School will do to prevent and tackle all forms of bullying. Little Ilford School is committed to developing an anti-bullying culture where the bullying of adults, children, or young people is not tolerated in any form.

2) Links with Other School Policies and Practices

This policy links directly with a number of other school safeguarding, behavioural, and operational policies, including:

- Behaviour for Learning Policy
- Complaints Policy
- Child Protection and Safeguarding Policy
- E-safety and Acceptable Use Policies
- Citizenship Days Plan
- Media Policy

3) Links to Legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These include (but are not limited to):

- The Education and Inspections Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

4) Regulatory Framework and Guidance

This policy is based on Department for Education (DfE) guidance “Preventing and Tackling Bullying” (July 2017) and its supporting documents. It fully incorporates the mandatory requirements set out in the current DfE statutory guidance “Keeping Children Safe in Education 2025” (KCSIE 2025). The school leadership has also integrated guidance from Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.

5) Responsibilities

It is the responsibility of:

- **The Headteacher:** To communicate this policy to the school community; to ensure that disciplinary measures are applied fairly, consistently, and reasonably; and to identify a member of the Senior Leadership Team (SLT) to hold overall operational responsibility.
- **School Governors:** To take a lead role in monitoring, evaluating, and

reviewing the execution of this policy.

- **All Staff (including Governors, SLT, Teaching, and Non-Teaching Staff):** To support, uphold, and actively implement this policy accordingly.
- **Parents/Carers:** To support their children and work in constructive partnership with the school.
- **Students:** To abide fully by the rules and expectations outlined within this policy.

6) Definition of Bullying

Bullying is 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). However, the school explicitly recognises that an impactful, severe, one-off incident can also be considered and handled as bullying behaviour.

Scope of Bullying Behaviours

- **Physical and Emotional Bullying:** Can include name-calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, excluding individuals from groups, and spreading hurtful, untruthful rumours.
- **Online/Cyberbullying:** Refers to these same unacceptable behaviours expressed online. This includes sending offensive, upsetting, or inappropriate messages via phone, text, instant messenger, gaming channels, websites, social media platforms, and apps, as well as sending offensive or degrading photos or videos.
- **Safeguarding Context:** Bullying is a form of child-on-child abuse (historically referred to as peer-on-peer abuse) and can be severely emotionally abusive. It can cause deep, adverse effects on a child’s emotional development and mental health.

7) Forms of Bullying Covered by This Policy

Bullying can happen to anyone. This policy covers all types, specifically targeting prejudice-driven bullying including:

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

8) School Ethos

The Little Ilford School community recognises that unaddressed bullying creates severe barriers to learning, damages mental wellbeing, and devastates individuals. By effectively preventing and tackling bullying, our school maintains a safe, disciplined, and inclusive environment where all students are able to learn and fulfil their potential.

Vulnerability and Safeguarding Against Harassment

- **Targeted Vulnerability:** Little Ilford School recognises that SEND and LGBTQ+ children (and children who are perceived as LGBTQ+) are statistically more vulnerable to targeted bullying.
- **Zero Tolerance for Sexual Harassment:** Sexual violence and sexual harassment are never acceptable, will not be tolerated, and are not an inevitable part of growing up.
- **Rejection of "Banter":** The school will never dismiss or tolerate sexual violence or harassment as mere "banter". We actively challenge normalised harmful behaviours—such as non-consensual grabbing or touching—and treat them with the seriousness of potential criminal acts. We understand that sexual violence and harassment can be driven by wider societal factors, such as everyday sexist stereotypes and language.

Our School Community Commitments

To maintain this environment, the school community will:

- Monitor and review our anti-bullying policy and practice on a regular basis.
- Support staff to promote positive relationships and help prevent bullying.
- Identify and remain aware of highly vulnerable community members to optimise preventative strategies and support systems.
- Intervene swiftly by identifying and tackling bullying behaviour appropriately and promptly.
- Ensure students know that bullying concerns will be dealt with sensitively and effectively, allowing everyone to feel safe.
- Require all community members to work alongside the school to uphold this policy.
- Report back to parents/carers regarding concerns, dealing promptly with complaints.
- Seek out and learn from best anti-bullying practices elsewhere, utilising support from the Local Authority and outside organisations.

9) Responding to Bullying: Procedures

General Intervention Steps

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

1. **Immediate Intervention:** If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who witnessed it or was

approached.

2. **Victim Safeguarding:** The school will provide immediate support for the targeted individual, ensuring they are free from risk of immediate harm, and will involve them in decision-making stages as appropriate.
3. **Pastoral Interviews:** A member of the pastoral team (all of whom are trained to Designated Safeguarding Lead standards) will interview all parties involved.
4. **Safeguarding Escalation:** The Designated Safeguarding Lead (DSL) will be informed immediately of all bullying issues where there are active safeguarding or child protection concerns.
5. **Communication:** The school will inform other relevant staff members and parents/carers promptly, where appropriate.
6. **Sanctions and Support:** Disciplinary sanctions (as identified within the school behaviour policy) and support interventions for the individuals will be implemented in consultation with the parties concerned.
7. **External Agencies:** If necessary, external agencies will be consulted or involved, such as the Police (if a criminal offence is suspected) or local services through Newham Triage (if a child is felt to be at risk of significant harm).
8. **Off-Site Incidents:** Where bullying takes place off the school site or outside of normal school hours (including cyberbullying), the school will ensure the concern is fully investigated and appropriate disciplinary action is taken.
9. **Central Recording:** A clear, precise account of the incident, decisions, and action taken will be recorded by the school electronically on the central MIS Behaviour Module.

Specific Response to Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act immediately as soon as an incident has been reported or identified.
- Provide appropriate support for the person targeted and work with the perpetrator to ensure the behaviour stops.
- Encourage the person being bullied to keep clear evidence (such as screenshots) of the activity to assist the investigation.
- Take all available technical and investigative steps to identify the person responsible, including reviewing school network systems, interviewing witnesses, or contacting service providers and law enforcement.
- Work with individuals and online service providers to minimise spread and remove offensive material from circulation. This includes assisting with takedown reports if the content creator refuses to delete it.
- Confiscate and search students' electronic devices (such as mobile phones) in complete accordance with the law and in line with current DfE statutory guidance on school searches and confiscation.
- Request the absolute deletion of locally-held or publicly posted content that contravenes school behavioural rules.
- Apply clear behavioural sanctions to the perpetrator while providing support to reform their attitude and digital behaviour.
- Inform the police if it is suspected that a criminal offence has been committed (e.g., malicious communications).

- Provide explicit instructions to staff and students on how to protect themselves online (e.g., advising targets not to retaliate, teaching them how to block users, and guiding them on public privacy settings).

Student Support & Intervention

Supporting Students Who Have Been Bullied

Students who have been targeted will be supported by:

- Reassuring the student and providing continuous, visible support.
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice.
- Advising them on how to safely record evidence, respond to future concerns, and build emotional resilience.
- Implementing strategies to restore self-esteem and confidence.
- Providing ongoing internal check-ins, formal counselling options, and engaging closely with their parents/carers.
- Working alongside local and national specialist organisations (such as Newham Triage or Child and Adolescent Mental Health Services - CAMHS) where advanced clinical or therapeutic guidance is required.

Intervening with Students Who Perpetrate Bullying

Students who have perpetrated bullying behaviour will be helped by:

- Discussing what occurred to confront the concern and establish the urgent need for behavioural change.
- Formally informing parents/carers to help change the attitude and behaviour of the child at home and in school.
- Providing directed education and support regarding the real-world impact of their actions.
- Requiring immediate removal of any harmful content if the incident occurred online.
- Issuing strict behavioural sanctions in line with the school discipline policy, including official warnings, detentions, removal of privileges (including online/network access), or suspension and permanent exclusion.
- Partnering with external agencies, including the Police, Newham Triage, or CAMHS, where deep-rooted behavioural issues are identified.

Supporting Adults in the Workplace

Bullying directed at staff or parents—whether perpetrated by Students, parents, or other staff members—is strictly unacceptable and will not be tolerated.

Supporting Target Adults (Staff and Parents)

Adults who have been affected by bullying behaviours will be supported by:

- Offering an immediate opportunity to discuss the concern with the DSL, a senior member of staff, and/or the Headteacher.

- Advising them to maintain a detailed timeline log and clear evidence records of the interactions.
- Ensuring the school investigates the matter even if the bullying takes place off the school site or outside school hours (including digital targeting).
- Reporting offensive or upsetting content and accounts directly to corporate service providers if the targeting occurs online.
- Reassuring and offering appropriate institutional support.
- Accessing wider occupational health, community, or national professional support networks.

Intervening with Adult Perpetrators

Adults who have perpetrated bullying behaviour will be handled by:

- Requiring them to attend a formal discussion with a senior member of staff or the Headteacher to establish the concern.
- Evaluating whether a legitimate grievance has been raised and signposting them to the school's official Complaints Procedure to address it through appropriate channels.
- Demanding the immediate removal of any offending digital or online content.
- Instigating formal disciplinary procedures, civil remedies, or criminal legal action as required. Specific framework guidance remains active for handling vexatious or malicious social media complaints made by parents/carers.

10) Preventing Bullying: Proactive Measures

Environmental Strategies

The whole school community will collectively:

- Create and support an inclusive environment which promotes mutual respect, consideration, and care for others.
- Recognise that bullying can be perpetrated or experienced by any member of the community, across all ages and roles.
- Openly discuss differences between people that could motivate prejudice-driven bullying through the curriculum (e.g., religion, ethnicity, disability, gender, sexuality, appearance, or complex home dynamics like being in care or a young carer).
- Challenge exclusionary practice and derogatory language immediately to preserve values of tolerance and non-discrimination.
- Educate and encourage students to use personal technology, mobile devices, and social media networks positively and responsibly.
- Actively design and maintain designated "safe spaces" for highly vulnerable children and young people.
- Celebrate community success and achievements to foster a positive, cohesive school identity.

Policy, Education, and Training Support

The whole school community will:

- Provide a clear, accessible range of reporting mechanisms for students, staff, and parents/carers to securely air concerns.
- Regularly evaluate and update operational practice to match the shifting trends of digital communication and online spaces.
- Use statutory powers to enforce behavioural rules even when students are off school premises, such as on school transport or during online activity.
- Enforce proportionate disciplinary sanctions that reflect the severity of the incident, sending a clear message that bullying is unacceptable.
- Use evidence-based conflict resolution and restorative techniques to patch issues between individuals once safety is established.
- Train all teaching, administrative, lunchtime support, and site operations staff to effectively spot the signs of all forms of bullying and master the school's recording systems.
- Systematically integrate anti-bullying education across the curriculum, utilising displays, interactive assemblies, peer-mentoring, and Student Council campaigns to build student resilience and social-emotional skills.

11) Involvement of Students

We will:

- Involve students directly in future policy reviews and decision-making to ensure they understand their individual role in preventing bullying.
- Regularly canvas student views using anonymous surveys and focus groups to monitor the true nature and extent of bullying within the school.
- Ensure all students clearly know how, where, and to whom they can express worries and anxieties about bullying.
- Ensure students are transparently aware of the range of sanctions applied against those engaging in bullying behaviour.
- Involve students in designing active anti-bullying campaigns and embed peer-led messaging across the school environment.
- Publicise internal points of contact alongside national helplines and support websites across the school.

12) Involvement and Liaison with Parents and Carers

We will:

- Take proactive steps to involve parents/carers in policy development, ensuring they are aligned with the school's zero-tolerance stance.
- Make sure that all key anti-bullying information, policy updates, and named points of contact are available to parents/carers in a variety of accessible formats.
- Ensure parents know exactly who to contact if they suspect their child is experiencing bullying, and where to access independent advocacy.
- Work collaboratively with parents and the wider local community to address

behavioural issues beyond the school gates that feed into bullying.

- Ensure parents partner with the school to actively role-model positive behaviour for students, both online and offline.
- Ensure parents are aware of the school's official complaints procedure and know how to utilise it effectively to escalate worries.

13) Monitoring and Review: Putting Policy into Practice

- The school will systematically monitor and evaluate tracking mechanisms to ensure this policy is being consistently applied by all staff.
- Any systemic issues identified through incident data tracking will be formally integrated into the school's strategic action planning.
- The Headteacher will remain fully informed of bullying trends and will present regular, formal reports to the Governing Body outlining incident statistics, patterns, and resolution outcomes.

14) Verified Supporting Organisations and Resources

General Anti-Bullying and Youth Support

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Kidscape: www.kidscape.org.uk
- NSPCC: www.nspcc.org.uk
- Family Lives: www.familylives.org.uk
- Young Minds: www.youngminds.org.uk
- The Diana Award: www.diana-award.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk

SEND Specific Resources

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

Cyberbullying and Digital Safety

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

Race, Religion, and Identity Support

- Show Racism the Red Card: www.srrc.org
- Tell MAMA: www.tellmamauk.org
- Educate Against Hate: www.educateagainsthate.com

- Stop Hate UK: www.stophateuk.org

LGBTQ+ Support

- Stonewall: www.stonewall.org.uk
- The Proud Trust: www.theproudtrust.org
- EACH (Educational Action Challenging Homophobia): www.eachaction.org.uk

Sexual Harassment and Sexual Bullying References

- Ending Violence Against Women and Girls (EVAW):
www.endviolenceagainstwomen.org.uk
- Disrespect No Body Campaign:
www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-Bullying Alliance Sexual Bullying Advice:
www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Date of next review: June 2027