Sitwell Nursery & Infant School

Anti-Bullying Policy

Statement of intent

Sitwell Nursery & Infant School believes that all children are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school. The Education and Inspections Act 2006 outlines a number of legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst children. These measures are part of the school's Behaviour Policy, which is communicated to all children, school staff and parents.

All staff, parents/carers and children work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at Sitwell Nursery & Infant School.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Public Order Act 1986
- Malicious Communications Act 1988
- Equality Act 2010
- Protection from Harassment Act 1997
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Communications Act 2003
- Education and Inspections Act 2006
- Education Act 2011
- DfE 'Preventing and tackling bullying'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE 'Mental health and wellbeing provision in schools'
- DfE 'Keeping children safe in education'
- DCMS, DSIT, and UK Council for Internet Safety (2020) (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE 'Behaviour in schools: advice for headteachers and school staff'
- DfE 'Supporting children and young people with medical conditions and allergy'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Online Safety Policy
- Relationships & Health Education Policy
- Safeguarding inc Child Protection Policy
- Child on Child Abuse Policy
- Searching, Screening & Confiscation Policy
- Suspension & Exclusion Policy
- Supporting Children with Medical Needs Policy
- SEND Policy

Definition

For the purpose of this policy, bullying is defined as persistent behaviour by an individual or group with the intention of verbally, physically or emotionally harming another person or group.

Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
- **Intent:** The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable children are more likely to be the target of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable children may include, but are not limited to:

- Children from socioeconomically disadvantaged backgrounds.-
- Children who are adopted.
- Children suffering from a health problem.
- Children with caring responsibilities.

Children with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Children who are LGBTQ+, or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) children.
- Children with special educational needs and disabilities.

Types of bullying

Many different kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another child because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability or special educational needs are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (Cyberbullying)

- **Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
- **Homophobic bullying:** Bullying another person because of their actual or perceived sexual orientation.
- **Transphobic bullying:** Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.
- **Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
- **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.
- **Ableist bullying:** Bullying behaviour that focuses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.
- **Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics e.g. SEND or mental health issues.
- **Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.
- **Socioeconomic bullying:** Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

Roles and responsibilities

The governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any children on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.

- Ensuring the DSL has the appropriate status and authority within the school to carry out the duties of the role.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.
- Ensuring that pupils are taught how to keep themselves and others safe, including online.

The Headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a Bullying Incident Form of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for children who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups.
- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a child for support.

Parents are responsible for:

- Informing a member of staff if they have any concerns that their child is the victim of bullying or involving in bullying in any way.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Children are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying.

Statutory requirements
Sitwell Nursery & Infant School understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations between people who share a protected characteristic and people who do not share it.

Sitwell Nursery & Infant School understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of children and young people at the school to be breached by failing to take bullying seriously. The National Association of Headteachers has guidelines that recommend Headteachers must 'satisfy themselves' that their school's Anti-Bullying Policy complies with the HRA; the Headteacher understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

Prevention
The school clearly communicates a whole-school commitment to addressing bullying in the form of a written statement which is regularly promoted across the whole school.

All members of the school will be made aware of this policy and their responsibilities in relation to it. All staff members will receive training on identifying and dealing with the different types of bullying.

The curriculum will explore and discuss issues at age-appropriate stages such as:

- Healthy and respectful relationships.
- Boundaries and consent.

- Stereotyping, prejudice and equality.
- Body confidence and self-esteem.
- How to recognise abusive relationships and coercive control.

Staff will encourage children's cooperation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through various lessons. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. drama productions, sporting activities and cultural groups.

Seating plans will be organised and altered in a way that prevents instances of bullying. Potential victims of bullying will be placed in working groups with other pupils who do not abuse or take advantage of others.

A safe place, supervised by a member of staff, will be available for children to go to during free time if they feel threatened or wish to be alone. The teacher supervising the area will speak to children to find out the cause of any problems and, ultimately, stop any form of bullying taking place.

Class teachers and the pastoral lead will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident.

The school will be alert to, and address, any mental health and wellbeing issues amongst children, as these can be a cause, or a result, of bullying behaviour. The school will ensure potential perpetrators are given support as required, and the motivation behind any bullying behaviour is considered.

Signs of bullying
Staff will be alert to the following signs that may indicate a child is a victim of bullying:

- Being frightened to travel to or from school
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Children who display a significant number of these signs are approached by a member of staff, in order to determine the underlying issues causing this behaviour.

Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to them becoming more easily aggravated
- They have been the victim of abuse
- Their academic performance has started to fall and they are showing signs of stress

If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's form tutor, who will investigate the matter and monitor the situation.

Staff principles

The school will ensure that prevention is a prominent aspect of its anti-bullying vision. Staff will treat reports of bullying seriously and will not ignore signs of suspected bullying. Staff will act immediately when they become aware of a bullying incident. Unpleasantness from one child towards another will always be challenged and will never be ignored.

Staff will always respect children's privacy, and information about specific instances of bullying is not discussed with others, unless the pupil has given consent, or there is a safeguarding concern. If a member of staff believes a child is in danger, e.g. of being hurt, they will inform the DSL immediately.

Follow-up support will be given to both the victim and perpetrator in the months following an incident to ensure all bullying has stopped.

Child on child abuse

Sitwell Nursery & Infant School recognises that child-on-child abuse often includes bullying. The school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate children about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons, in line with the Prevention section of this policy.

All staff will:

- Be aware that children of any age and gender are capable of abusing their peers.
- Be aware that abuse can occur inside and outside of school settings.
- Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.

- Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.
- Never tolerate abuse as “banter” or “part of growing up”, and will never justify sexual harassment, e.g. as “boys being boys”, as this can foster a culture of unacceptable behaviours and one that risks normalising abuse.
- Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing or initiation-type violence.
- Always challenge any harmful physical behaviour that is sexual in nature, such inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.
- Sexual harassment in particular can take many forms, including but not limited to:
- Telling sexual stories, making sexual remarks, or calling someone sexualised names.
- Sexual “jokes” or taunting.
- Deliberately brushing against someone.
- Displaying images or video of a sexual nature.
- Upskirting (this is a criminal offence).
- Online sexual harassment, e.g. creating or sharing sexual imagery, sexual comments on social media, or sexual coercion or threats.

Children will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a child has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children’s social care services (CSCS) and potentially the police, where the DSL deems this appropriate in the circumstances.

All staff will be aware and sensitive towards the fact that children may not be ready or know how to tell someone that they are being abused. Children being abused may feel embarrassed, humiliated, scared, or threatened.

The school’s Safeguarding Policy outlines the school’s stance on addressing child-on-child abuse, including sexual abuse, and the procedures in place will be adhered to if any instances are uncovered or disclosed. More information on the school’s approach to preventing and managing instances of child-on-child abuse can be found within this policy and the Safeguarding Policy.

Cyber bullying

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target children, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips

- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

NB. The above list is not exhaustive, and cyberbullying may take other forms.

Sitwell Nursery & Infant School has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in this policy if they become aware of any incidents.

All members of staff will receive training on an annual basis on the signs of bullying, which includes cyberbullying, in order to identify pupils who may be experiencing issues and intervene effectively.

Many of the signs of cyberbullying will be similar to those found in the 'Signs of bullying' section of this policy; however, staff will be alert to the following signs that may indicate a pupil is being cyberbullied:

- Avoiding use of the computer
- Being on their phone routinely
- Becoming agitated when receiving calls or text messages

Staff will also be alert to the following signs which may indicate that a pupil is cyberbullying others:

- Avoiding using the computer or turning off the screen when someone is near
- Acting in a secretive manner when using the computer or mobile phone
- Spending excessive amounts of time on the computer or mobile phone
- Becoming upset or angry when the computer or mobile phone is taken away

Parents will also be invited to attend annual training sessions in order to educate them on the signs and symptoms of bullying, which includes cyberbullying, and will be advised to report to the Headteacher if their child displays any of the signs outlined in this section.

All learning at home will follow procedures outlined in the Remote Education Policy. During times when remote education is being utilised, the school will frequently be in contact with parents to make them aware of their activities online, but also to reinforce the importance of children staying safe online, and explaining how filtering and monitoring procedures work.

Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

- **Possible extensive scale and scope** – children may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online
- **The anytime and anywhere nature of cyberbullying** – children may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times
- **The person being bullied might not know who the perpetrator is** – it is easy for individuals to remain anonymous online and on social media, and children may be bullied by someone who is concealing their own identity
- **The perpetrator might not realise that their actions are bullying** – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to children crossing boundaries without realising
- **The victim of the bullying may have evidence of what has happened** – children may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

Staff and children will be instructed not to respond or retaliate to cyberbullying incidents. Evidence of the incident should be recorded, e.g. taking screenshots. Staff will report incidents to their line manager or the Headteacher for the incident to be investigated and support to be provided. Children will report incidents to a trusted member of staff.

Where offensive content is posted online targeting a staff member or child, the person targeted will be encouraged to use the reporting mechanism on the website or social media platform to request its removal. Where the person who has posted it is known to the school, the Headteacher will request they remove it directly.

The school will support children who have been victims of cyberbullying by holding formal and informal discussions with the child about their feelings and whether the bullying has stopped.

In accordance with the Education Act 2011, the school has the right to examine and delete files from children's personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. In these cases, the school's Searching, Screening and Confiscation Policy will be followed at all times.

Procedures

Minor incidents are reported to the victim's class teacher, who investigates the incident, and set appropriate sanctions for the perpetrator. The incident will be logged on CPOMS and a Bullying Incident Form (BIF) (see appendix 3) will be completed by a senior leader.

When investigating a bullying incident, the following procedures are adopted:

- The victim, alleged perpetrator and witnesses are all interviewed separately.

- Members of staff ensure that there is no possibility of contact between the children being interviewed, including electronic communication.
- If a child is injured, members of staff will provide first aid to their injuries.
- A room is used that allows for privacy during interviews.
- A witness is used for serious incidents.
- If appropriate, the alleged perpetrator, the victim and witnesses, are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture.
- The Headteacher will gather evidence of a cyberbullying incident; this may involve text messages, emails, photos, etc. provided by the victim.
- Premature assumptions are not made, as it is important not to be judgmental at this stage.
- Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete.
- All children involved are informed that they must not discuss the interview with other children.

Due to the potential for some specific forms of bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

Sanctions
The school will appropriately sanction any cases of bullying, take a strong stand against bullying, and tackle bullying at the earliest opportunity to prevent it from escalating. Sanctions will be determined on a case-by-case basis depending on the severity of the issue. This may include sanctions up to permanent exclusion in the most serious cases.

If possible, the Headteacher will attempt reconciliation and will obtain a genuine apology from the perpetrator. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. Discretion is used here; victims will never feel pressured into a face-to-face meeting with the perpetrator.

The perpetrator is made to realise, by speaking regularly with their class teacher or pastoral lead, that some children do not appreciate the distress they are causing, and that they should change their behaviour.

Parents/carers are informed of bullying incidents and what action is being taken. Senior leaders informally monitor the children involved over the next half-term.

All staff involved in managing instances of bullying will be aware that taking disciplinary action and providing support are not mutually exclusive actions, and should be conducted simultaneously to encourage more positive behaviour in future.

The school will avoid unnecessarily criminalising children for bullying or abusive behaviour where possible, as young people with criminal records face stigma and

discrimination in future aspects of their lives. The school's focus when handling perpetrators will be supporting them to develop more positive behaviours and to refrain from abusive and bullying behaviours in the future.

The school will remain cognisant of the fact that continued access to school can be important for rehabilitation of harmful behaviour, and will not exclude children unless as a last resort.

Support
In the event of bullying, victims will be offered the following support:

- Emotional support and reassurance from the school learning mentor
- Reassurance that it was right to report the incident and that appropriate action will be taken
- Liaison with their parents to ensure a continuous dialogue of support
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff
- Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online
- Discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents)

The Headteacher will carefully consider in each instance of bullying that is handled whether it is appropriate to split up the victim(s) and perpetrator(s), e.g. preventing them sharing classes or spaces where possible, and will split up other harmful group dynamics to prevent further occurrences where necessary. Victims will be encouraged to broaden their friendship groups by joining lunchtime or after-school clubs or activities. Staff, particularly the pastoral lead, will work with the victim to build resilience, e.g. by offering emotional therapy.

The school will acknowledge that bullying may be an indication of underlying mental health issues. Perpetrators will be required to attend a mandatory counselling session to assist with any underlying mental health or emotional wellbeing issues. The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

Follow up support
The progress of both the perpetrator and the victim are monitored by their class teacher. One-on-one sessions to discuss how they are progressing may be appropriate. If appropriate, follow-up correspondence is arranged with parents/carers one month after the incident.

Children who have been bullied are supported in the following ways:

- Being listened to.

- Having an immediate opportunity to meet with the Headteacher, learning mentor or a member of staff of their choice.
- Being reassured.
- Being offered continued support.
- Being offered counselling, where appropriate.

Children who have bullied others are supported in the following ways:

- Receiving a consequence for their actions.
- Being able to discuss what happened.
- Being helped to reflect on why they became involved.
- Being helped to understand what they did wrong and why they need to change their behaviour.
- Appropriate assistance from parents/carers.

Children who have been bullied will be assessed on a case-by-case basis and the designated safeguarding lead will, if necessary, refer the victim of bullying to Child and Adolescent Mental Health Services. In cases where the effects of bullying are so severe that the child cannot successfully reintegrate back into the school, the Headteacher and designated safeguarding lead will look to transfer the child to another mainstream school with the consent and involvement of the child's parents.

Where a child has developed such complex needs that alternative provision is required, then the child who has been the victim of bullying, their parents, the Headteacher and the designated safeguarding lead will meet to discuss the use of alternative provision.

Bullying outside of school

Staff will remain aware that bullying can happen both in and outside of school, and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Safeguarding Policy and Child-On-Child Abuse Policy.

Teachers have the power to discipline children for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it is investigated and acted on. In all cases of misbehaviour or bullying, members of staff can only discipline the child on school premises, or elsewhere when the child is under the lawful control of the member of staff.

The Headteacher has a specific statutory power to discipline children for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher the power to regulate children's conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member. The Headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a child. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

Children with SEND or health issues
The school will recognise the additional barriers that can exist for children with SEND and health conditions. As a result, the school will be aware of the potential for these children to be more prone to isolation or bullying than others.

The school will also recognise that children with SEND or certain medical conditions may be disproportionately impacted by behaviour such as bullying, without outwardly showing any signs.

The school will seek to create an environment in which everyone celebrates diversity and will put in place effective arrangements to prevent stigmatising or other bullying relating to medical conditions. The school will follow its Supporting Children with Medical Conditions Policy and Special Educational Needs and Disabilities (SEND) Policy when ensuring that an inclusive, respectful environment is maintained for all children. The school will ensure children are aware that bullying others due to a disability or health condition is never acceptable.

Record keeping
The DSL will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions.

The Headteacher will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain children that may need to be handled, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.
- Responding to any complaints about how cases have been handled.

This policy will be reviewed bi-annually in the Summer term.
Summer 2026

Appendix 1: Support Agencies we may consult

RMBC Anti Bullying Educator	Ann Foxley-Johnson theantibullyingco@gmailcom 07737655229
Rotherham MIND	01709 919929 http://www.rbmind.co.uk/contact.htm
Rotherham Healthy Schools	healthyschools@rotherham.gov.uk 01709 740226
Anti-bullying Alliance	The alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations that can help with bullying issues www.anti-bullyingalliance.org.uk
Kidscape	www.kidscape.org.uk 02077303300
Childline	Advice and stories from children who have survived bullying 08000 1111
Bullying on line	www.bullying.co.uk
Parentline Plus www.parentlineplus.org.uk	Advice and links for parents 08088002222
Parents Against Bullying	01928 576152

Useful sources of information

Mermaidsuk.org.uk	Family and individual support for teenagers and children with gender identity issues. www.mermaidsuk.org.uk
Stonewall	The gay equality organisation founded in 1989. Founding members include Sir Ian McKellen www.stonewall.org.uk.
Cyberbullying.org	One of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site www.cyberbullying.org
Chatdanger	A website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting www.chatdanger.com

Think U Know	The Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools www.thinkuknow.co.uk
Know IT All for Parents	A range of resources for primary and secondary schools by Childnet International. Has a sample family agreement www.childnet-int.org/kia/parents

Appendix 2: Recommended procedures in school for reporting bullying: Pathways of help

