



St Cecilia's
R. C. High School

Discover • Develop • Rejoice

Anti-Bullying Policy 2026 - 2027

Reviewed: July 2026

Next Review Date: July 2027

1. Statement of Intent

At St Cecilia's RC High School, we are committed to providing a safe, caring, inclusive and respectful environment where every pupil feels valued, supported and able to achieve their full potential. We believe that all pupils have the right to learn free from fear, intimidation, harassment, discrimination and bullying.

Bullying of any kind is unacceptable and will not be tolerated. We recognise that bullying can have a significant impact on a child's physical health, emotional wellbeing, educational achievement and long-term life chances. We are committed to preventing bullying, responding effectively to incidents when they occur, and supporting all pupils involved.

We promote a culture based on Gospel values, mutual respect, dignity, equality, compassion and inclusion. Through our curriculum, pastoral systems, assemblies and wider school culture, we encourage pupils to celebrate diversity, develop positive relationships and challenge discriminatory attitudes and behaviours.

Rooted in the teachings of Christ and the belief that every person is created in the image and likeness of God, St Cecilia's RC High School is committed to promoting the dignity, worth and uniqueness of every member of our community. Bullying, discrimination and harassment are incompatible with our Catholic ethos and Gospel values. We therefore seek to foster a culture of compassion, forgiveness, reconciliation, justice and respect where all members of the school community can flourish.

This policy should be read alongside the school's:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Relationships, Sex and Health Education (RSHE) Policy
- Online Safety Policy
- Searching, Screening and Confiscation Policy
- Equality Information and Objectives
- SEND Information Report

2. Legal Framework

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

Legislation

- Education and Inspections Act 2006
- Equality Act 2010
- Human Rights Act 1998
- Education Act 2011

- Children Act 1989
- Children Act 2004
- Crime and Disorder Act 1998
- Protection from Harassment Act 1997
- Communications Act 2003
- Public Order Act 1986
- Online Safety Act 2023

Statutory Guidance

- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children
- Preventing and Tackling Bullying (DfE)
- Behaviour in Schools (DfE)
- Suspension and Permanent Exclusion Guidance (DfE)
- Searching, Screening and Confiscation (DfE)
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (DfE)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education
- Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People

3. Definitions

Bullying is behaviour by an individual or group that intentionally causes physical, emotional, psychological or social harm to another individual or group.

Bullying is often characterised by:

- Repeated incidents over time; and/or
- Behaviour that is sufficiently serious as a one-off incident to cause significant harm;
- A real or perceived imbalance of power;
- Deliberate actions intended to intimidate, humiliate, exclude or harm another person.

Bullying may occur:

- Face-to-face

- Online
- Inside or outside of school
- During the school day or beyond school hours

Bullying can be carried out by:

- Individual pupils
- Groups of pupils
- Children towards adults
- Adults towards children
- Through digital platforms and social media

Bullying differs from isolated friendship issues, occasional disagreements or single incidents of poor behaviour, although these matters will still be taken seriously and addressed through the school's behaviour procedures where appropriate.

The school recognises that some pupils may be particularly vulnerable to bullying, including:

- Pupils with SEND
- Looked after and previously looked after children
- Young carers
- Pupils with social workers
- Pupils from minority ethnic backgrounds
- Pupils with protected characteristics
- Pupils experiencing mental health difficulties
- Pupils who are perceived as different by their peers

4. Types of Bullying

Bullying can take many forms including, but not limited to:

Physical Bullying

Physical aggression towards another person including:

- Hitting
- Kicking
- Pushing

- Tripping
- Damaging belongings
- Theft
- Threatening behaviour

Verbal Bullying

The use of words intended to cause harm, including:

- Name-calling
- Insults
- Teasing
- Threats
- Intimidation
- Offensive comments

Emotional or Psychological Bullying

Behaviour intended to undermine confidence or emotional wellbeing, including:

- Deliberate exclusion
- Humiliation
- Spreading rumours
- Manipulation of friendships
- Public embarrassment
- Coercive behaviour

Cyberbullying

The use of technology to bully, harass or intimidate another person, including:

- Social media abuse
- Messaging apps
- Group chats
- Anonymous messaging platforms
- Online gaming platforms
- Sharing images without consent

- Impersonation accounts
- AI-generated or digitally manipulated content
- Deepfake images or videos
- Online exclusion or "pile-on" behaviour

Prejudice-Based Bullying

Bullying motivated by prejudice, discrimination or negative attitudes towards a protected characteristic or perceived difference.

This includes:

- Racist bullying
- Disability-related bullying
- Faith-based bullying
- Homophobic bullying
- Biphobic bullying
- Transphobic bullying
- Sexist bullying
- Misogynistic behaviour
- Gender-based harassment

The school will record and monitor prejudice-related incidents separately to identify patterns and take appropriate action.

Child-on-Child Abuse

Some forms of bullying may constitute child-on-child abuse and require safeguarding procedures to be followed. This includes:

- Sexual harassment
- Sexual violence
- Upskirting
- Sharing of nude or semi-nude images
- Image-based abuse
- Harmful sexual behaviour
- Coercive or controlling behaviour

- Hate incidents

Such concerns will always be referred to the Designated Safeguarding Lead and managed in accordance with the Child Protection and Safeguarding Policy.

5. Roles and Responsibilities

The Governing Board is responsible for:

- Ensuring that the school complies with its duties under equality, safeguarding and education legislation.
- Reviewing and approving this policy.
- Monitoring the effectiveness of the school's anti-bullying procedures.
- Receiving anonymised reports regarding bullying incidents, trends and actions taken.
- Ensuring appropriate resources are available to implement this policy effectively.
- Ensuring that safeguarding arrangements are effective and compliant with statutory guidance.

The Headteacher is responsible for:

- Promoting a whole-school culture where bullying is not tolerated.
- Implementing and monitoring this policy.
- Ensuring that bullying incidents are investigated appropriately.
- Ensuring staff receive appropriate training.
- Monitoring bullying data and identifying trends.
- Reporting significant concerns to governors where appropriate.
- Ensuring that appropriate support is provided for all pupils involved.

The Designated Safeguarding Lead (DSL) is responsible for:

- Advising staff on safeguarding concerns arising from bullying incidents.
- Managing cases that meet the threshold for safeguarding intervention.
- Maintaining accurate safeguarding records.
- Liaising with external agencies where necessary.
- Monitoring vulnerable pupils who may be at greater risk of bullying.

Pastoral Leaders and Heads of Year are responsible for:

- Investigating reported incidents.
- Maintaining communication with parents and carers.

- Providing support and intervention for pupils.
- Monitoring outcomes following incidents.
- Recording incidents in accordance with school procedures.

All Staff are responsible for:

- Creating a safe and inclusive environment.
- Challenging bullying behaviour whenever it occurs.
- Reporting concerns promptly.
- Following school procedures.
- Supporting pupils who disclose concerns.
- Acting as positive role models.

Parents and Carers are responsible for:

- Supporting the school's anti-bullying approach.
- Reporting concerns promptly.
- Working in partnership with the school to resolve incidents.
- Encouraging respectful behaviour online and offline.

Pupils are responsible for:

- Treating others with respect.
- Reporting bullying when they experience or witness it.
- Supporting peers who may be experiencing difficulties.
- Avoiding retaliation or taking matters into their own hands.
- Following the school's behaviour expectations.

6. Prevention

The school recognises that prevention is the most effective strategy for reducing bullying.

The school will promote a positive culture through:

- A clear behaviour curriculum.
- Consistent application of behaviour expectations.
- Assemblies and awareness campaigns.

- Anti-Bullying Week activities.
- Pupil leadership opportunities.
- Chaplaincy activities.
- Pastoral support systems.
- Celebration of diversity and inclusion.

The curriculum will provide opportunities for pupils to learn about:

- Healthy relationships.
- Respect and tolerance.
- Equality and diversity.
- Protected characteristics.
- Online safety.
- Digital citizenship.
- Consent and boundaries.
- Child-on-child abuse.
- Sexual harassment and sexual violence.
- Prejudice and discrimination.
- Mental health and wellbeing.

The school will actively seek pupil voice through:

- Surveys.
- Student leadership groups.
- School council.
- Anti-bullying ambassadors.
- Focus groups where appropriate.

The school will identify and support vulnerable pupils through:

- Pastoral monitoring.
- Risk assessments.
- Mentoring.
- Safeguarding support.

- Early Help processes where appropriate.

7. Recognising the Signs of Bullying

Staff will remain vigilant to indicators that may suggest a pupil is experiencing bullying.

Possible signs include:

- Reluctance to attend school.
- Reduced attendance.
- Changes in behaviour.
- Social withdrawal.
- Loss of confidence.
- Changes in friendship groups.
- Declining academic performance.
- Anxiety or distress.
- Frequent complaints of illness.
- Damage to belongings.
- Unexplained injuries.
- Changes in online behaviour.

These indicators do not necessarily mean that bullying is occurring; however, they should prompt further enquiry where appropriate.

8. Staff Principles

All staff will:

- Take reports seriously.
- Listen carefully and objectively.
- Reassure pupils that concerns will be addressed.
- Avoid making assumptions.
- Act promptly.
- Record concerns accurately.

- Maintain appropriate confidentiality.
- Challenge inappropriate behaviour consistently.
- Never dismiss bullying as "banter", "just a joke" or "part of growing up".

The school recognises that early intervention is essential to preventing escalation.

9. Child-on-Child Abuse

The school adopts a zero-tolerance approach to child-on-child abuse.

Child-on-child abuse may include:

- Bullying.
- Cyberbullying.
- Physical abuse.
- Sexual harassment.
- Sexual violence.
- Harmful sexual behaviour.
- Upskirting.
- Sharing nude or semi-nude images.
- Initiation or hazing behaviours.
- Abuse within intimate relationships.
- Coercive or controlling behaviour.
- Prejudice-based abuse.

All reports will be taken seriously and managed in accordance with the Child Protection and Safeguarding Policy.

Staff will never:

- Dismiss behaviour as "banter".
- Minimise concerns.
- Assume behaviour is acceptable because it is common.
- Excuse behaviour based on gender stereotypes.

The wishes, feelings and safety of the victim will always be central to decision-making.

10.Cyberbullying

The school recognises that technology can increase the reach and impact of bullying behaviour.

Cyberbullying may involve:

- Social media platforms.
- Messaging services.
- Group chats.
- Gaming platforms.
- Anonymous applications.
- Image-sharing sites.
- Artificial intelligence tools.
- Deepfake technology.
- Impersonation accounts.

The school will educate pupils regarding:

- Safe online behaviour.
- Responsible use of technology.
- Digital footprints.
- Online reporting mechanisms.
- Risks associated with sharing personal information.

Where cyberbullying occurs:

- Evidence will be preserved where possible.
- Appropriate investigations will take place.
- Support will be provided.
- Parents will be informed where appropriate.
- Safeguarding procedures will be followed where necessary.

Where permitted by law and school policy, authorised staff may search, examine or delete data from electronic devices where there are reasonable grounds to do so, in accordance with the school's Searching, Screening and Confiscation procedures.

11.Reporting and Investigation Procedures

Pupils may report concerns through:

- Any trusted member of staff.
- Form tutors.
- Heads of Year.
- Pastoral staff.
- The Designated Safeguarding Lead.
- Anti-bullying ambassadors.
- School reporting systems.

Parents may report concerns directly to:

- Form tutors.
- Heads of Year.
- Pastoral staff.
- Senior leaders.

All reports will be:

- Taken seriously.
- Investigated promptly.
- Recorded appropriately.
- Responded to proportionately.

Investigations may include:

- Speaking to all parties involved.
- Reviewing written accounts.
- Gathering witness statements.
- Reviewing CCTV where appropriate.
- Examining digital evidence where appropriate.

The school will ensure that pupils involved are treated fairly throughout the process.

Where safeguarding concerns arise, the DSL will be informed immediately. Where appropriate, pupils may report concerns anonymously using the school's reporting systems. Anonymous reports will be investigated as far as reasonably possible.

12.Responding to Bullying Incidents

When bullying is confirmed, the school will:

- Stop the behaviour immediately.
- Protect and support the pupil harmed.
- Address the behaviour of the pupil responsible.
- Inform parents where appropriate.
- Monitor the situation.
- Review the effectiveness of interventions.

The response will consider:

- The age and needs of the pupils involved.
- The severity of the incident.
- Any safeguarding concerns.
- Any protected characteristics involved.
- Whether the behaviour forms part of a pattern.
- The school will not tolerate retaliation against any pupil who reports bullying, provides information during an investigation or supports another pupil in making a report.
- Any retaliatory behaviour will be treated as a serious breach of the Behaviour Policy and may result in additional sanctions.

13.Sanctions

Sanctions will be proportionate and consistent with the school's Behaviour Policy.

Possible sanctions may include:

- Restorative conversations.
- Educational interventions.
- Detentions.
- Loss of privileges.
- Internal isolation.
- Fixed-term suspension.
- Permanent exclusion in the most serious cases.

The school will seek to educate pupils and prevent recurrence while maintaining high expectations regarding behaviour.

14.Support Following Bullying

The school recognises that both the pupil harmed and the pupil displaying bullying behaviour may require support.

Support for victims may include:

- Pastoral support.
- Wellbeing support.
- Mentoring.
- Counselling referral.
- Safety planning.
- Increased monitoring.
- External agency support where appropriate.

Support for pupils displaying bullying behaviour may include:

- Restorative work.
- Behaviour support.
- Reflection activities.
- Mentoring.
- Emotional wellbeing support.
- Safeguarding intervention where appropriate.

15.Bullying Beyond the School Site

The school reserves the right to respond to bullying incidents occurring outside school where there is a clear link to school life.

This may include incidents:

- On school transport.
- During educational visits.
- In the local community.
- Online.
- While travelling to and from school.

The school may apply sanctions where behaviour impacts upon the safety, wellbeing or reputation of members of the school community.

16.Record Keeping

Accurate records will be maintained for all reported incidents.

Records may include:

- Date and time of incident.
- Nature of the concern.
- Pupils involved.
- Protected characteristics involved where applicable.
- Action taken.
- Outcome.
- Follow-up support provided.

Bullying records will be analysed regularly to identify patterns, trends and areas requiring further intervention.

17.Monitoring and Review

The school will monitor the implementation and effectiveness of this policy through:

- Analysis of bullying records.
- Attendance data.
- Behaviour data.
- Safeguarding records.
- Pupil voice.
- Parent feedback.
- Staff feedback.

Governors will receive anonymised information regarding bullying trends and actions taken.

This policy will be reviewed annually or sooner if:

- Legislation changes.
- Statutory guidance changes.
- Significant incidents indicate a review is required.

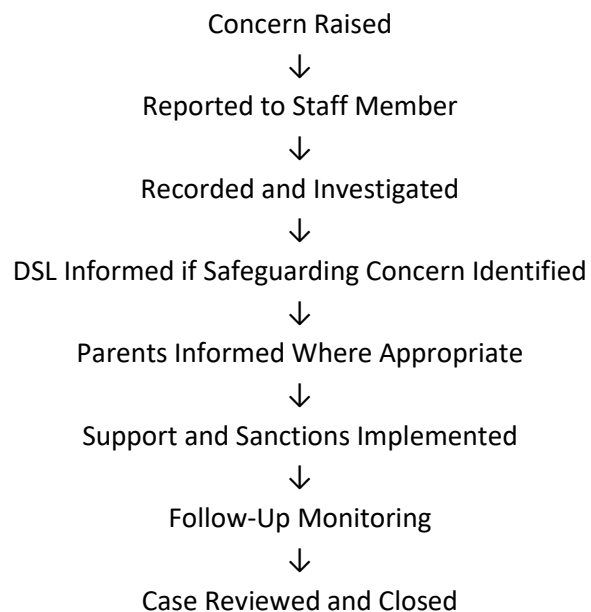
The Headteacher and Governing Board are responsible for ensuring that this policy remains effective and compliant with statutory requirements.

Appendix 1 – Examples of Bullying Behaviour

Examples may include:

- Name-calling.
- Spreading rumours.
- Deliberate exclusion.
- Intimidation.
- Threats.
- Physical aggression.
- Damage to property.
- Online abuse.
- Sharing images without consent.
- Racist comments.
- Homophobic language.
- Sexist comments.
- Disability-related harassment.
- Religious discrimination.

Appendix 2 – Reporting Flowchart



Appendix 3 – Linked Policies

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Online Safety Policy
- RSHE Policy
- SEND Policy
- Equality Information and Objectives
- Attendance Policy
- Searching, Screening and Confiscation Policy