



Saint Jérôme
Church of England
Bilingual School

Anti-Bullying Policy

(incorporating our Anti-Bullying Charter)

Policy created:	December 2020
Policy reviewed and updated:	September 2026
Date of next review:	September 2027
Review cycle:	Annually, and following any significant bullying incident or update to national guidance.

Headteacher:

Kate Schutte

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(Kate Schutte)

Co-Chairs of Governors: Approved by Governors on 17th September 2026

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(Vas Lappas and Edward Stowell)

1. Introduction and legal framework

Bullying of any kind is unacceptable at St. Jérôme Church of England Bilingual School. If bullying does occur, all pupils should be able to tell someone and know that it will be dealt with promptly and effectively. We are a telling school.

This policy has been drawn up to conform with the requirements of the Education (Independent School Standards) Regulations 2014 (Schedule 1, paragraph 9 – behaviour policy, and paragraph 10 – anti-bullying strategy), and has regard to the following current guidance:

- Keeping Children Safe in Education 2026 (statutory guidance, in force from 1 September 2026)
- Preventing bullying (DfE non-statutory guidance, last updated July 2026), which now incorporates the Department's cyberbullying advice and guidance on bullying and harassment of school staff
- Behaviour in Schools (DfE non-statutory guidance, 2024)
- Sexual violence and sexual harassment between children in schools and colleges (within KCSIE)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (statutory guidance)
- The Equality Act 2010 and the Public Sector Equality Duty

This policy applies to all pupils at St. Jérôme Church of England Bilingual School, including those in the EYFS, and to bullying that occurs on school premises, on school trips and events, and — where it affects pupils' wellbeing at school — bullying that takes place off-site or online.

It should be read alongside our Positive Behaviour Policy, Online Safety Policy, Child Protection and Safeguarding Policy, Equality Scheme and Accessibility Plan, SEND and Inclusion Policy, and Complaints Policy.

2. What is bullying?

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group, either physically or emotionally. Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational need or disability, or because a child is adopted, is a carer, or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Most bullying has three things in common: it is deliberately hurtful behaviour; it is repeated, often over a period of time; and there is an imbalance of power that makes it difficult for those being bullied to defend themselves. A one-off incident, while it may be very serious and will always be dealt with, does not on its own meet this definition of bullying — but will still be taken seriously and addressed under our Positive Behaviour Policy.

Bullying can include, but is not limited to:

- Physical — hitting, kicking, pushing, taking or damaging belongings, or other intimidating behaviour
- Verbal/psychological — name-calling, taunting, threats, spreading rumours, or shunning/ostracism
- Racist and faith-based — physical, verbal, written or online abuse or ridicule based on race, colour, ethnicity, nationality, culture, language or religion
- Sexist and sexual — sexist language or stereotyping, unwanted or inappropriate physical contact, or sexual innuendo
- Homophobic, biphobic or transphobic — name-calling, innuendo or stereotyping based on sexual orientation or gender identity, including use of homophobic or transphobic language
- SEND/disability-related — name-calling, exclusion from activities, or negative stereotyping based on a learning difficulty or disability
- Cyberbullying — abuse or harassment carried out online or by text message, including on social media, gaming platforms or messaging apps (see section 8).

3. Our commitments

St. Jérôme Church of England Bilingual School has agreed the following commitments to tackle bullying:

- Listens — all pupils, parents and carers are listened to, and their views help shape how we prevent, report and respond to bullying

- Includes us all — every pupil is included, valued and able to participate fully in school life, including disabled pupils and those with SEN
- Respects — all school staff act as role models in how they treat others
- Challenges — discriminatory language is always taken seriously and challenged
- Celebrates difference — difference among pupils and staff is actively and visibly celebrated across the whole school
- Understands — staff, pupils and parents/carers understand what bullying is (and isn't), and know how the school prevents and responds to it
- Believes — pupils and their parents/carers are acknowledged, believed and taken seriously when they report bullying
- Reports bullying — everyone in our community knows how to report an incident of bullying
- Takes action — we respond quickly, and pupils are involved in decisions about how incidents affecting them are resolved
- Has clear policies — this policy reflects these commitments and is embedded within our other school policies, and is actively promoted to staff, pupils and families.

4. Aims and objectives

Bullying is wrong and damages individual children. We do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable.

We aim to produce a safe and secure environment where all pupils can learn without anxiety, to respond to any bullying incidents consistently and effectively, and to make sure everyone connected with the school is aware of our opposition to bullying and understands their own responsibility for helping to eradicate it.

5. Roles and responsibilities

5.1 The Governing Body

The Governing Body supports the Headteacher in all efforts to eliminate bullying from our school, and does not condone any bullying. Any incidents that do occur are taken seriously and dealt with appropriately.

The Governing Body monitors incidents of bullying through the Headteacher's reporting (see section 11), and reviews the effectiveness of this policy at least annually. A parent who is dissatisfied with how the school has dealt with a bullying incident may ask a Co-Chair of Governors to look into the matter in line with our Complaints Policy; the Governing Body will respond to such a request within 10 school days, and will ask the Headteacher to investigate and report back.

5.2 The Headteacher

The Headteacher is responsible for implementing this policy, ensuring all staff (teaching and non-teaching) know how to identify and deal with bullying, and reporting to Governors on the effectiveness of the policy on request. The Headteacher ensures children understand that bullying is wrong and unacceptable, using assemblies and other suitable moments to reinforce this.

The Headteacher works closely with the Designated Safeguarding Lead (DSL), since bullying can constitute a safeguarding concern (peer-on-peer abuse) under KCSIE 2026, particularly where it is severe, persistent, prejudice-based, or involves sexual violence or harassment.

5.3 Staff and support staff

All staff take every form of bullying seriously and act to prevent it. Any adult who witnesses or is told about an act of bullying should record it via the school's central safeguarding/behaviour recording system and report it to the Headteacher or DSL. Staff support both the pupil affected and, where appropriate, the pupil displaying bullying behaviour, and inform parents/carers in consultation with the Headteacher.

All staff, including lunchtime and out-of-hours club staff, receive regular training to identify and respond to bullying, in line with our staff training programme and KCSIE requirements.

5.4 Parents and carers

Parents and carers who are concerned that their child might be being bullied, or who suspect their child may be displaying bullying behaviour, should contact the class teacher in the first instance. If they are not satisfied with the response, they should contact the Headteacher, and if they remain dissatisfied, they should use our Complaints Policy, available on the school website and from the school office.

Parents and carers are asked to support this policy by encouraging their child to be a positive, respectful member of our school community.

5.5 Pupils

Pupils are encouraged to tell an adult they trust if they are being bullied, or if they see someone else being bullied, and to keep telling until they are heard. Pupils are invited to share their views on bullying through our annual pupil questionnaire and through the School Council.

6. Prevention

We take a proactive, whole-school approach to preventing bullying, including:

- Teaching about bullying, its impact, and how to seek help, through our Relationships and Health Education curriculum, in line with statutory RSHE guidance
- Using drama, role-play, circle time and stories to help pupils understand the impact of bullying and to build empathy and resilience
- Marking Anti-Bullying Week and other awareness events with whole-school activities
- Maintaining a school ethos of mutual support and praise for success, so that pupils feel valued and belong
- Regular staff training to identify and respond to bullying, including prejudice-based bullying and cyberbullying
- Working with our School Council, who have developed their own anti-bullying code.

7. Reporting and responding to bullying

Any report of bullying is taken seriously and investigated promptly. Wherever possible, the Headteacher or DSL will begin an investigation on the same school day the report is received. See Appendix 2 for a flowchart summary of this process.

When a member of staff becomes aware of a possible bullying incident, they will:

- Speak with the pupil(s) involved, keeping immediate physical and emotional safety as the first priority
- Record the incident using the Bullying Incident Report Form (Appendix 1) and the school's central recording system
- Inform the Headteacher or DSL, who will decide whether the matter should also be considered as a safeguarding concern (peer-on-peer abuse) under our Child Protection and Safeguarding Policy
- Inform the parents/carers of all pupils involved, normally within 2 school days
- Agree and implement a response, which may include support and pastoral work with the pupil who has been bullied, and counselling, sanctions and behaviour support (in line with our Positive Behaviour Policy) for the pupil responsible
- Follow up to check the bullying has stopped, and record the outcome.

Where initial discussions prove ineffective, or the matter is serious, persistent or safeguarding-related, the Headteacher may involve external agencies such as children's social care, the police, or specialist support services.

If a child is repeatedly involved in bullying — either as the child bullied or the child displaying bullying behaviour — the Headteacher and SENCO will consider whether the child needs additional support, and parents/carers will be invited in to discuss this.

8. Cyberbullying

Cyberbullying — bullying carried out using digital technology, including social media, messaging apps, gaming platforms, email or text message — is treated as seriously as any other form of bullying and is addressed under this policy and our Online Safety Policy.

Cyberbullying can include abuse or harassment online, sharing or threatening to share private images without consent, impersonation, and setting up fake accounts or webpages to target a pupil. Some cyberbullying may also constitute a criminal offence, for example under the Malicious Communications Act 1988 or the Communications Act 2003; where this may be the case, the Headteacher will consider whether to involve the police.

Where reported cyberbullying involves content or contact that a pupil has been exposed to online, this will also be considered under our Online Safety Policy and, where relevant, treated as a safeguarding matter under KCSIE 2026's provisions on online harms.

9. Bullying outside school

Where bullying outside school premises (including online) is reported to the school and affects a pupil's wellbeing or ability to learn, the school will investigate and take appropriate action. Staff have the power to discipline pupils for poor behaviour outside school, including bullying, in line with our Positive Behaviour Policy; sanctions can only be applied on school premises or when the pupil is under the lawful control of school staff, such as on a school trip.

10. Equality considerations

We recognise that some groups of pupils are statistically more likely to experience bullying, including pupils with SEND, pupils from minority ethnic or faith backgrounds, and LGBT+ pupils. In line with the Equality Act 2010 and our Public Sector Equality Duty, we monitor incidents for patterns relating to protected characteristics and take proactive steps to prevent prejudice-based bullying, including through our curriculum and staff training.

11. Monitoring, recording and review

This policy is monitored on a day-to-day basis by the Headteacher, who reports to Governors on the effectiveness of the policy on request. All incidents are recorded on the school's central safeguarding/behaviour recording system, which replaces the previous staffroom logbook, so that patterns can be identified and reviewed by the Headteacher and Governing Body.

The Governing Body reviews the effectiveness of this policy at least annually, by examining recorded incidents and discussing these with the Headteacher, and analyses information for patterns relating to particular pupils, places, or protected characteristics, paying particular attention to racist, faith-based, SEND/disability-related and other prejudice-based bullying.

12. Complaints

A parent or carer who remains dissatisfied after raising a concern about bullying with the class teacher and Headteacher should use our Complaints Policy, available on the school website and from the school office.

Appendix 1 — Bullying Incident Report Form

Definition of bullying: a deliberate, hurtful pattern of behaviour, usually repeated over time, where there is an imbalance of power that makes it hard for the person affected to defend themselves. A one-off incident, while it may be very serious and will always be dealt with, does not on its own meet this definition.

Name of person reporting:	
Name of pupil(s) affected:	
Date and time of report:	
Which category does the incident relate to? (e.g. physical, verbal/psychological, racist, faith-based, sexist, sexual, homophobic/biphobic/transphobic, SEND/disability-related, cyberbullying, other)	
Brief description, date and location of the incident(s):	
Has this or a similar incident happened before? If so, when and how often?	
Were there any witnesses? If so, please give names:	
Immediate action taken (if any):	
Referred to Headteacher / DSL? Date and outcome:	
Parents/carers informed? Date and by whom:	
Signed (staff member):	Date:

Appendix 2 — Flowchart: Reporting and Responding to Bullying

This flowchart summarises the process set out in Section 7. It does not replace that section, which should be read for full detail, including the roles of the Headteacher, DSL and Governing Body.

Reporting and Responding to Bullying

