

# St Kentigern's Catholic Primary School



## Anti-bullying Policy and Procedures

*This policy has been written in the light of the gospel and the school's mission statement.*

### Rationale

St. Kentigern's Catholic Primary School is committed to preventing all types of bullying. Bullying is entirely contrary to the values and ethos of our school community. All members of the school community have the right to be educated in a safe and secure environment. Everyone will be vigilant and will intervene promptly if there are any signs or reports of bullying. All staff will work to ensure that bullying is not prevalent in the school community by implementing preventative strategies involving staff, parents and children and also the wider school community. We have a responsibility to safeguard all pupils. The aim of this document is to ensure a unified approach is practiced across our school when dealing with bullying and also to ensure consistency across all key phases with a wider purpose to enable children to thrive and strive in a positive and safe learning environment.

Guided by Catholic Social Teaching, we uphold:

- **Human Dignity** – Every child is sacred and deserving of respect.
- **The Common Good** – We work together to create a safe, loving environment where all can flourish.
- **Solidarity** – We stand with those affected and refuse to be bystanders to injustice.
- **Preferential Option for the Vulnerable** – We give particular care to those who are hurt or at risk.
- **Rights and Responsibilities** – Every member of our community has the right to safety and the responsibility to protect others.
- **Subsidiarity** – Concerns are addressed at the appropriate level in partnership with families.
- **Reconciliation and Peace** – We seek healing and restoration where harm has occurred.

## Catholic Vision

This policy reflects our Catholic mission to build a community rooted in love, justice and peace. Bullying contradicts the Gospel command to “love one another as I have loved you.” And our school motto “treat others as you want to be treated”

Through this policy we demonstrate:

- **Human Dignity** – Every child is valued and protected.
- **The Common Good** – A safe environment is created for all.
- **Solidarity** – We stand together to treat each other as we would want to be treated.
- **Preferential Option for the Vulnerable** – Additional care is given to those at risk.
- **Subsidiarity** – Parents are respected as primary educators.
- **Reconciliation** – Restorative practices promote healing and forgiveness.

## Catholic Ethos in Practice

- Gospel themes underpin assemblies and collective worship.
- RE and PSHE integrate teachings on dignity and respect.
- Behaviour formation reflects moral development.
- Staff model conduct.
- Children are encouraged to act as witnesses to Christ through kindness and courage.

## Impact on Pupils

Pupils demonstrate:

- Respect for diversity
- Empathy and compassion
- Confidence in reporting concerns
- Understanding of dignity and justice
- Commitment to being upstanders rather than bystanders

Through faith and action, our school seeks to ensure that every child flourishes as the person God created them to be.

Designated Safeguarding Leads:

Mrs Brooks

Mrs Murray

Mrs Long

## **Purpose**

This policy sets out:

- The rights of all stakeholders
- Definitions of bullying
- Signs and indicators
- Reporting procedures
- Preventative and reactive strategies

It reflects statutory guidance and consultation with stakeholders. It is reviewed regularly to ensure compliance with the latest legislation.

This policy links closely to:

- Behaviour Policy
- Safeguarding Policy
- Digital Safety & Acceptable Use
- Equality & Public Sector Equality Duty
- Confidentiality Policy
- SEND Policy
- Curriculum Policies

## **Statement of Intent**

**We believe it is important that:**

- *All children and staff treat others as they want to be treated*
- All children feel safe whilst learning to work, play with and relate to others
- All children are treated fairly, with respect and dignity.
- We listen carefully to what all children have to say.
- We treat reports from all children seriously and take prompt, appropriate action.

The most important indication of bullying behaviour is whether a “victim” themselves believes that they have been subject to bullying. At St. Kentigern’s Catholic Primary School we strive to ensure that all systems enable all children to tell us if they feel they have a problem relating to bullying behaviour. We ensure all children know that what they say will always be listened to and taken seriously.

This school believes that:

- Bullying is undesirable and unacceptable.
- Bullying is a problem to which solutions can be found.
- Seeking help and openness are regarded as signs of strength not weakness.
- All members of the school community will be listened to and taken seriously.
- Everyone has the right to work and learn in an atmosphere that is free from fear.
- All of us have a responsibility to ensure that we do not abuse or bully others.
- Young people should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.
- Young people should be involved in decision making about matters that concern them.
  - We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse

## Definition of bullying:

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.” (DfE Preventing and Tackling Bullying July 2017).

## Anyone can practice bullying behaviours/be a bully.

Bullying can take place between pupils, between pupils and staff; or between staff; by individuals or groups; face to face, indirectly or using a range of cyber bullying methods. It can happen in isolation or quite often in the presence of others.

Some people know that they are bullying others and they mean to bully, i.e. there is intent. However, some people bully others without recognising the impact of their actions. Similarly, a victim of bullying might not recognise what is happening to them and that bullying behaviour has a very insidious effect that affects a person's self-esteem, confidence and well-being.

A one-off incident tends not to comprise bullying. A characteristic of bullying is that in its different forms/behaviours it happens repeatedly over a period of time. However, individual incidents will be monitored to ensure that they are not repeated, as if undealt with these can become bullying over time.

## Instances of bullying tend to have the following common characteristics:

- **Repetitive and persistent.** Bullying is usually experienced as part of a continuous pattern and it can be extremely threatening and intimidating even when very subtle. Nevertheless, sometimes a single incident can have precisely the same impact as persistent behaviour overtime.
- **Intentionally harmful.** The act of bullying intends harm to another individual although occasionally the distress it causes is not consciously intended by all of those who are present.
- **Involves an imbalance of power.** Bullying leaves someone feeling helpless to prevent it or put a stop to it. In some cases an imbalance of power may mean that bullying crosses the threshold into abuse requiring implementation of safeguarding procedures.

## We recognise that there are levels of bullying. It can take many forms, but the main types are:

- **Physical** - for example, hitting, kicking, theft
- **Verbal** – for example, racist, sexist or homophobic remarks, threats, name-calling
- **Emotional** - for example, isolating an individual from the activities and social acceptance of their peer group
  - **Cyber** – text, social media, gaming platforms
  - **Prejudice-based** – linked to race, religion, gender, disability or other protected characteristics  
Prejudice-based bullying is particularly serious as it denies the God-given dignity of the individual.

**Child on child abuse:** Context and Definition: Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should recognise that children are capable of abusing their peers. All staff should be aware of safeguarding issues from peer abuse including:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting
- initiation/hazing type violence and rituals

- This abuse can:
- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm

Children or young people who harm others may have additional or complex needs e.g.:

- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing, suffering abuse or experiencing violence at home
- Educational under-achievement
- Involved in crime

It can also be because:

- They don't know how to manage their own thoughts and feelings (e.g. they often hit and hurt others)
- They have been bullied or hurt by other people themselves
- They are scared of being hurt by other people
- They are jealous of other people
- They feel like they are not good enough
- They have negative beliefs about people who are different
- They are overcome by stress or pressure

Bullying is NEVER acceptable but understanding what has led to a person harming another person could help to prevent re-occurrence of bullying incidents.

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical. School staff, alongside the Designated Safeguarding Lead and/or Deputy DSLs, have to make their own judgements about each specific case and should use this policy guidance to help.

### **Examples of Bullying**

**Racist, homophobic or transgender bullying** – an incident which is perceived to be racist, homophobic or transgender bullying by the victim or any other person. This can be in the form of:

- verbal abuse, name calling, jokes, offensive mimicry
- physical threats or attacks
- wearing of provocative badges or insignia
- bringing in racist or homophobic leaflets, comics or magazines
- inciting others to behave in a racist or homophobic way
- racist or homophobic graffiti or other written insults, even against food, music, dress or customs
- refusing to co-operate in work or play.

**SEN or disability** – These pupils are often at greater risk of bullying. This can be characterised by:

- name calling
- comments on appearance
- comments with regard to perceived ability and achievement levels.

The need for adult sensitivity should be taken into account in a number of instances, e.g. when grouping children, marking children's work, sharing of results and assessment arrangements as well as an awareness of appropriate language being used when addressing pupils.

**Text Bullying** – Pupils receiving threatening or disturbing messages from possibly anonymous callers. (Mobile Phones are allowed to be brought into school by children in Years 5 and 6 but must not be used in school and must be kept in the phone safe in each classroom. Failure to follow these rules will result in a child not being able to bring their phone to school). It is likely that most children will be using mobile phones out of school.

**Cyber Bullying** – Children receiving abusive messages or images via email or social networking sites. Within school children have restricted access to both of these, but could be using inappropriate social media sites and unsafe use of gaming platforms outside school and at home. Parents/ carers are responsible in the first instance for their child's phone-use safety outside of school. We work closely with families to support them with this fast-moving technology.

**Indirect** – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, text messages, emails and cyber-bullying. This type of bullying is usually part of a pattern of behaviour rather than an isolated incident.

If an individual considers themselves to have been bullied, this may have a negative impact on their emotional well being, which can perpetuate the fear of a further perceived or real incident and thus will need to be dealt with appropriately.

**It is also important to remember:**

- Bullying is an abuse of power.
- Bullying can affect all relationships: adult to adult, pupil to adult, pupil to pupil, and adult to pupil.
- Adults in schools can bully by means of sarcasm, putdowns, making comparisons and name calling to maintain control of a class.

Online and face-to-face bullying can happen simultaneously, so it is important to ensure that the range of possible contexts are fully explored in order to keep children safe.

### **Responsibility**

**Keeping Children Safe in Education (KCSIE), 2022** states that 'Governing bodies should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with'. It also emphasises that the voice of the child must be heard. 'Governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all system and processes should operate with the best interests of the child at their heart.' Child on child abuse is referenced in the Safeguarding and Child Protection Policy.

The sensitive nature and specific issues involved with child on child necessitate separate policy guidance. Child on Child Abuse Policy and Procedural Guidance dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child's emotional and mental health and well being.

### **EQUAL OPPORTUNITIES**

Every member of the school community is entitled to expect equality of protection from bullying as well as protection and support from school policies and procedures designed to ensure that the school remains a safe environment in which to teach, learn and thrive.

As a school, we work together and strive to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010. It is really important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people.

We teach children to respect diversity as part of God's creation.

### **THE SIGNS OF BULLYING**

There is no definitive way of identifying that a person is being bullied. Staff should therefore be vigilant in order to identify any of these physical and/or behavioural changes in a person as soon as possible. The following physical and behavioural signs have been identified as possible indicators that bullying has/ or is taking place:

- Significant changes in normal behaviour or attitude
- Appearing upset
- Being withdrawn/ low mood

- Appearing frightened or subdued, possibly in the presence of particular people
- Flinching at actual or anticipated physical contact
- Asking not to be hurt
- Refusal to eat
- Refusal to participate
- Unwillingness to travel on public transport
- Not wanting to go to a certain venue
- Starting to bully others
- Incontinence
- Vomiting
- Unexplained illness
- Claims of feeling unwell with no apparent signs or symptoms
- Bruising or other physical marks
- Torn clothing
- Unexplained loss of money or possessions
- Sleepless nights
- Repeating words the perpetrator has said to them, e.g. “shut up or I’ll hit you”.

We also recognise the role of children, staff and other stakeholders in reporting incidents and not taking on a role of bystander if they witness an incident of bullying. We aim to promote a positive, caring ethos within our school.

### **Dealing with Bullying**

We encourage children to report any incidents of bullying to any member of staff in the setting. We strive to create an environment where all students can discuss any concerns with staff and feel listened to and supported. Staff will deal with the incident as promptly and sensitively as possible. The following list of actions might be used by staff depending on the perceived seriousness of the incident:

Staff to record all incidents on the individual Incident Log (see appendix)

- Meet with the victim and remain calm, using patience and understanding.
- Encourage to talk about incidents, issues and feelings.
- Try to establish what type of bullying is taking place and where, how often the bullying is occurring.
- Identify the alleged bully/bullies. Obtain witnesses if possible.
- Advise the victim not to hit out at the bully or bullies as they themselves may end up being accused of bullying.
- Discuss options to resolve the situation, agree actions advise the victim of what happens next.
- Meet with the child/ren alleged to have been involved in bullying behaviour and encourage them to talk about reported incidents. Listen carefully to their perception of the incidents, accurately recording their words.
- If bullying behaviour has taken place explain that it is totally unacceptable and encourage child to acknowledge that the behaviour is wrong and needs to stop.
- Arrange a programme of support for both children where appropriate, including exploring motives or reasons for the behaviour and to ensure that there is no reoccurrence. Mediation will be used between culprit(s) and victim(s) where appropriate to support the right choices being made and good friendships rather than retaliation and to ensure that the victim’s voice is heard. However, in serious cases this may not be suitable.
- The key phase leader will ensure that parents are informed of the incident on the day it has happened. Children will be offered the opportunity of having their parents involved to support the process throughout.
- Should any incidents of bullying behaviour be deemed of a particularly serious nature the Head will inform parents immediately of the possibility of exclusion.
- The Head may take the decision to exclude a child immediately for serious bullying behaviour. Parents have a right of appeal to the Governing Body and the Trust.
- Inform the relevant staff in the appropriate phase (eg lunchtime organisers and other relevant staff who work with both victim or culprit).
- Complete the Individual Bullying Incident Form
- Arrange to meet the parents/carers of all of those involved in the incident(s) and any subsequent follow up meetings. Discuss relevant documentation and resulting action with parents/carers and what they can do to reinforce and support the school action.

- Think ahead about supporting both victim and bully and make regular checks to ensure the bullying has ceased.
- Any bullying incidents that occur are reported to the Governing Body on a termly basis through the Headteacher's report.

The types, rates and patterns of bullying, and the effectiveness of the school's actions to prevent forms of bullying, including cyber-bullying and prejudice-based bullying related to SEN, sexual orientation, sex, race, religion or belief, gender reassignment or disability are taken into account.

In order to support all pupils within the school, we focus on each individual. Evidence of this is recorded as appropriate through different methods, which can involve regular tracking and monitoring of absence and attendance rates, Team around the Child/ Family, Early Help meetings, pupil's voice and other plus targeted support for students.

We are aware that the school has a responsibility to safeguard children outside school and it is our responsibility to safeguard and take action, providing evidence that we have done so. We teach our pupils about staying safe online and internet safety and the consequences of inappropriate actions.

## **CONFIDENTIALITY**

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures are made. It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed.

This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing.
- The pupil's age, maturity and competence to make their own decisions.

Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/ carer. An underlying principle in supporting pupils in our school is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously.

## **PREVENTION**

**The Culture: Strategies to prevent bullying behaviour include:**

- Promoting Gospel values in collective worship.
  - Belief that bullying does happen, whether we know about it or not.
- Careful implementation of the Behaviour and Safeguarding policies, SEND, and PSHE Policies, in addition to this policy.
- The encouragement and development of good relationships between children and between staff and children.
  - The use of collective worship and circle time to explore those relationships, areas of conflict, feelings, ideas and opinions.
- Actively encouraging children to seek support with any problems and giving them time and privacy to share any concerns.
- Working with children to help them grow in understanding of the consequences of their actions. • Working with other agencies – e.g other schools, Behaviour Support Services, Educational/clinical psychologists, CAMHS, Social Services, services for minority or vulnerable groups, commissioned work such as global policing education and interventions, play therapy, brain training and counselling.
- All staff who work with children to have appropriate training and a clear understanding of the school's approach to behaviour management and tackling bullying.
- Regular staff monitoring of behaviour during lesson time, at break time and lunchtime.



## **The Curriculum: learning about healthy relationships, how to stay safe, the rights of the child.**

We ensure that in all aspects of school life there is an emphasis on the importance of relationships, emotional well being and a community ethos. Proactive strategies for the school can involve:

- PSHE, RE and HRSE lessons support students in understanding what bullying is and how to combat it, encouraging students to problem solve.
- Educating children in an age-appropriate way, to understand and be respectful to people who may be different to them, including those with 'protected characteristics'.
- Involving parents and professionals in being proactive.
- Any child considered to be at risk is supported individually eg counselling, and the class teacher and child work towards a resolution.
- Bullying is talked about openly.
- Fact and fiction books on bullying raise awareness and deepen understanding.
- Problem solving activities are employed effectively in many areas of the curriculum and children work together.
- Regular assemblies to promote anti-bullying.
- Planned activities and events for national Anti-Bullying week each November.
- Recruitment and training of children in the Upper Key Phase 2 to be Playground Pals.
- Useful information and displays in school to promote anti-bullying placed at child-friendly heights.
- Mentors used as a voice of the child.

Furthermore, HSRE will tackle, in an age-appropriate way, issues which are set out in Keeping Children Safe in Education September 2023, such as:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem

### **Staff Code of Conduct (Staff Responsibility)**

We recognise that all adults in the school are in effect role models for the students. The way in which we behave towards each other and to students is particularly important in terms of providing positive role models. Therefore, as adults we must:

- show respect for every child and other colleagues within the school community as individuals
- be aware of vulnerable pupils
- criticise the behaviour rather than the child
- avoid favouritism
- be seen to be fair
- avoid labelling
- have high expectations of pupils
- never give children ammunition to use against each other
- actively seek to develop a praise culture within the school.

### **Supervision**

We ensure that key areas of the school are adequately supervised and staff are vigilant. Children are given opportunities to take responsibilities and demonstrate initiative (peer mentors, playground pals)..

### **Children's responsibility**

Children also have a responsibility to role model appropriate behaviour for their peers. We therefore believe that all pupils must:

- show respect for their fellow students and adults working within the school community;

- support and be sensitive to others when they may be feeling vulnerable;
- actively seek to develop a praise culture within the school;
- actively support the school anti-bullying policy;
- take responsibility for their own behaviour.

### **Training**

We, as a school, recognise and ensure that staff and Governors receive the latest appropriate training and guidance on behaviour and anti-bullying legislation, responsibilities and strategies. To ensure all governors, parents, pupils, teaching and non-teaching staff have seen and had the opportunity to discuss the policy.

- To ensure all staff are familiar with reporting incidents procedures.
- To ensure all incidents of bullying are recorded.
- To ensure every pupil receives regular Circle Time opportunities.
- To train pupils to use pupil mentors and playground pals at playtimes.
- To improve the behaviour of all children in school.

### **Communication**

We, as a school, are aware of the need for open communication between stakeholders. All sections of the school organisation must understand its role and responsibilities. We understand the need to ensure this policy is a living document, known and understood by all. Parents/carers are made aware of the school's policy at the induction meeting and through documentation, including this Policy and supporting leaflets that are available on the website and displayed appropriately within the school for all stakeholders. Parents know that the school acts to prevent bullying and not just deal with bullying incidents. The views of parents, carers and other stakeholders are recorded and taken into consideration in the rollout of school strategies. Children and families who are new to the school, are reassured that bullying is not permitted and it is a warning to potential bullies that such behaviour is unacceptable from the outset. Our staff do not wait for bullying to be proved before it is acted against. A positive, caring ethos demands a Prevention of Bullying Policy in operation throughout the school.

**School Bullying Incident log (safeguard)** includes details of:

- Nature of incident(s) – outline of what happened, where, when, type
- Name of those involved – those bullying, those being bullied, bystanders
- Analysis of seriousness – severity of impact, frequency, duration, intent, imbalance of power, empathy (remorse)
- Action(s) taken
- Monitoring – feedback from those involved

**Bullying Incident Records can be used to:**

- Manage bullying incidents including ability to reference previous behaviour and monitor effectiveness of actions taken.
- Analyse for patterns, e.g. identifying people/groups, places and times.
- Monitor effectiveness of anti-bullying strategies
- Address complaints made.
- Identify 'vulnerable students' and provide information to help determine nature of support needed, including engagement of external support agencies.
- Provide reports to governors, staff, parents/carers, students and local authorities.

## **Support for children who are being bullied**

If you are being bullied:

- Tell an adult or somebody you trust what has happened straight away.
- Get away from the situation as quickly as possible.
- Try to stay calm and look as confident as you can.
- Be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel.

After you have been bullied:

- Tell a teacher or another adult you trust within school.
- Tell your family.
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you.
- Keep on speaking until someone listens and does something to stop the bullying.
- Don't blame yourself for what has happened

When you are talking to an adult about bullying, be clear about:

- What has happened to you.
- How often it has happened.
- Who was involved.
- Who saw what was happening.
- Where it happened.
- What you have done about it already.

If you experience bullying by mobile phone, text messages e-mail or via social networking sites:

- Don't retaliate or reply
- Save the evidence do not delete anything
- Make sure you tell an adult who you trust
- Contact your service provider or look at their website to see where to report incidents
- Be careful who you give your mobile phone number or e-mail address to
- Make a note of exactly when a threatening message was sent.

## **GUIDANCE FOR PARENTS**

If your child has been bullied:

- Calmly talk with your child about his/ her experiences.
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened.
- Reassure your child that he/ she has done the right thing to tell you about the bullying.
- Explain to your child that should any further incidents occur he/she should report them to a teacher immediately.
- Make an appointment to see your child's teacher.
- Explain to the teacher the problems your child is experiencing.
- When talking with teachers about bullying:
- Try to stay calm and bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school and let them know if things improve as well as if problems continue.

**If you are not satisfied:**

- Check with the school anti-bullying policy to see if agreed procedures are being followed.
- Make an appointment to discuss the matter with the Phase Leader/ Deputy Head.
- If your concerns continue without resolution, then speak to the Headteacher.
- Also the complaints procedure can be found on the school website, but you can ask the school office for a paper copy of both St. Kentigern's Anti-bullying Policy and the Complaints Procedure.

**If your child is bullying others:**

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how he/ she can join in with other children without bullying.
- Make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when he/ she is co-operative or kind to other people. If

**your child is experiencing any form of electronic bullying:**

- Ensure your child is careful whom they give their mobile phone number and e-mail address to.
  - Ensure your child is supervised when using any devices within the home.
  - We recommend that you do not let your child have devices in their bedroom, especially at night.
  - Do not let your child have access to inappropriate websites, materials and social media. •
- Regularly check what your child is accessing.
- Ensure they know and are happy who they invite as friends onto any social networking sites.
  - Check exactly when a threatening message was sent or posted. It may be possible to print the evidence.

**Useful Information: Legislation and Guidance**

We, as a school, follow the latest information, advice, legislation and guidance in all our work around bullying, this includes (but is not limited to):

**A. Legislation**

- The Children Acts 2004, 1989
- Education Act 2002 ('Safeguarding and Promoting Welfare')
- Section 89 Education and Inspections Act 2006 and 2011 ('measures to encourage good behaviour and prevent all forms of bullying amongst students')
- Equality Act 2010
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- Keeping Children Safe in Education September 2023
- Working together to Safeguard Children 2018

**Advice and Guidance**

- Department for Education (DfE) 'Preventing and Tackling Bullying: Advice for Head teachers, Staff and Governing Bodies' 2017
- Behaviour in Schools: Advice for headteachers and school staff
- Further Advice and Resources for supporting Behaviour in Schools
- DfE Cyber bullying: Advice for Headteachers and School Staff 2014
- Cyberbullying: Understand, Prevent and Respond: Guidance for Schools
- DfE 'Research Use and Effectiveness of Anti-Bullying Strategies in Academy'

- DfE 'Reducing Bullying Amongst the Worst Affected'
- Ofsted Survey of Students' Experiences of Bullying
- Anti-Bullying Alliance
  - Website - [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
  - Self-Assessment Toolkit
- NSPCC Anti-Bullying Checklist

#### **A. Key Ofsted Documents**

- Ofsted Framework 2022
- Ofsted judgements related to bullying
- Review of Sexual Abuse in Schools and Colleges June 2021

Written: December 2025

Reviewed: December 2026

By: Headteacher Mrs C Murray DHT Mrs S Brooks