**Anti-Bullying Policy**

| Written by | Reviewed and Ratified by Governors | Shared with Staff | Last Updated | Next Review due |
|---|---|---|---|---|
| Duncan Wakefield<br>Stephanie Miller | October 2026 | September 2026<br>Inset Day | September 2026 | September 2027 |

**1.0 Statement of Intent**

1.1 Every child has the right to feel safe, happy and confident in school and to be valued as an individual. Bullying undermines a child's confidence and security and is unacceptable at any time. We believe our duty to prevent and address bullying in all its forms is integral to our duty to safeguard children in school.

**1.2 Legal Framework**

This policy is informed by and complies with:

**Legislation:**

- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989
- Education Act 2011
- Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)
- Data (Use and Access) Act 2025

**Statutory guidance:**

- DfE (2026) 'Keeping children safe in education 2026'
- DfE (2017) 'Preventing and tackling bullying: Advice for headteachers, staff and governing bodies'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2021) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

**This policy should be read in conjunction with:**

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Online Safety Policy
- Acceptable Use Policy (for staff and pupils)
- SEND Policy
- Equality Policy
- Racist Incidents Policy
- PSHE/RSE Policy
- Staff Code of Conduct
- Complaints Policy

**2.0 Principles and Values**

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2.1 As a school we take bullying very seriously. Pupils and parents should be assured that they will be supported when bullying is reported. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occurwithin school, on media/online platforms, in the virtual world or in the local community.

2.2 The ethos of our school fosters high expectations for behaviour and we will challenge any behaviour that falls below this.

**3.0 Objectives of this Policy**

- To ensure that governors, teaching and non-teaching staff, pupils and parents understand what bullying is, and the domains where it may occur, including cyber bullying.
- To ensure that bullying is effectively prevented and addressed by following this policy.
- To ensure that pupils and parents know what the school policy is on bullying and what they should doif bullying arises.

**4.0 What is Bullying?**

4.1 Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It usually involves a perceived imbalance of power withinthe relationship between the bully and the victim.

4.2 Bullying can take place in the classroom, corridors, cloakrooms, playground, toilets, on the journey to and from school, on trips and in the virtual world/online, out of school, whilst on residential visits, day visits, in group activities and between families in the local community.

4.3 Bullying can be:

| | |
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| **Emotional** | being unfriendly, excluding, tormenting, intimidating, manipulating |
| **Physical** | pushing, kicking, hitting, punching or any use of violence |
| **Racial** | racial taunts, graffiti, gestures, discriminatory language |
| **Sexual** | unwanted physical contact, sexually abusive comments, sharing of nudes or semi-nudes, sexual harassment, sexual violence |
| **Homophobic, biphobic or transphobic** | because of, or focusing on the issue of sexuality or gender identity |
| **Related to SEND or disability** | targeting a child because of their special educational needs or disability |
| **Direct or indirectVerbal** | name-calling, sarcasm, spreading rumours, teasing, threats |
| **Cyber Bullying** | All areas of internet, such as email and internet chat room misuse/Social Media/Apps/Mobile threats by text messaging and calls/Misuse of associated technology, i.e. camera and video facilities, iPad, games consoles/Making or sharing of nudes or semi-nudes (including AI-generated or digitally altered images) |

**5.0 Making or sharing of nudes or semi-nudes**

KCSIE 2026 updates terminology from "sexting" or "youth produced sexual imagery" to **"**making or sharing of nudes or semi-nudes."
This includes:

- Images or videos that are nude or semi-nude
- Images or videos that are sexually explicit

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- Images that have been digitally altered or wholly generated by artificial intelligence (e.g., deepfakes)

5.1 All incidents involving the making or sharing of nudes or semi-nudes mandate a safeguarding response and must be reported to the DSL immediately. This applies even if the images were shared consensually, as children cannot consent to the creation or distribution of indecent images of themselves.

Staff must never**:**
- View, copy, print, or share the images
- Delete the images before the DSL has been informed
- Ask the child to show them the images
- Investigate the incident themselves

5.2 The DSL will follow the procedures set out in our Child Protection and Safeguarding Policy and will consult the UK Council for Internet Safety guidance "Sharing nudes and semi-nudes: advice for education settings working with children and young people."

**6.0** Bullying can happen for any number of reasons, but may be related to:
- Race, religion, or culture
- SEND or disability
- Appearance or health condition
- Home circumstances, including being a young carer or looked-after child
- Sexual orientation, sexism, or sexual bullying
- Gender identity or expression
- Being new to the school or "different" in any way
- Perceived wealth or poverty
- Academic ability or achievement

**7.0 Protected characteristics**
Under the Equality Act 2010, some types of bullying relate to protected characteristics:
- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

7.1 Bullying related to protected characteristics is taken particularly seriously and may constitute a hate incident or hate crime. The school will work with external agencies, including the police, where appropriate.

**8.0 Misogyny and misandry**

8.1 KCSIE 2026 requires schools to address both misogyny (prejudice against girls and women) and misandry (prejudice against boys and men) within their safeguarding policies.
Staff must challenge:
- Sexist language, "banter," or jokes
- Gender stereotypes that limit children's potential
- Attitudes that suggest one gender is superior to another
- Language or behaviour that demeans or objectifies any gender

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**9.0 Online bullying and the virtual world**

9.1 The school recognises that bullying increasingly takes place online and in virtual spaces, including:

- Social media platforms (e.g., TikTok, Instagram, Snapchat, Facebook)
- Gaming platforms and online games
- Messaging apps (e.g., WhatsApp, Discord)
- Video sharing platforms (e.g., YouTube)
- Virtual worlds and metaverse platforms

9.2 Online bullying can be particularly harmful because:

- It can happen 24/7, invading a child's home and safe spaces
- It can reach a wide audience very quickly
- Content can be permanent and difficult to remove
- Perpetrators may feel anonymous or removed from consequences
- Victims may feel there is no escape

9.3 The school will respond to online bullying even if it takes place outside school hours or off school premises, where such bullying:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the school community
- Could adversely affect the reputation of the school

**10.0 Bullying as a safeguarding concern**

At Shefford Lower School, we recognise that bullying is a form of child-on-child abuse and is therefore a safeguarding matter. Keeping Children Safe in Education 2026 establishes a continuum of harmful behaviour, from harmful sexual behaviour (HSB) through to sexual violence. Bullying can occur at various points on this continuum and may overlap with other forms of abuse.

10.1 All staff must understand that:

- Bullying is never acceptable and is not "just part of growing up"
- Bullying can have serious, long-lasting effects on a child's mental health and wellbeing
- Children who bully may themselves be experiencing abuse or other difficulties
- Both the victim and the perpetrator may need safeguarding support
- The Designated Safeguarding Lead (DSL) must be informed of all bullying incidents

10.2 The continuum of harmful behaviour
Staff must recognise that bullying may be part of a continuum of harmful behaviour that includes:

- Inappropriate language or "banter"
- Unkind teasing or name-calling
- Bullying (repeated, intentional harmful behaviour)
- Harmful sexual behaviour (HSB)
- Sexual harassment
- Sexual assault
- Sexual violence

10.3 Where bullying involves sexual content, sexual language, or unwanted physical contact of a sexual nature, this must be treated as a safeguarding matter and reported to the DSL/DDSL immediately. Staff must not dismiss such behaviour as "just banter".

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**11.0 Prejudice-based bullying and hate incidents**

11.1 Bullying related to protected characteristics under the Equality Act 2010 is taken particularly seriously and may constitute a hate incident or hate crime.

**Racist bullying:**

- All racist incidents are recorded and reported in line with our Racist Incidents Policy
- The school has a zero-tolerance approach to racism
- Incidents are reported to governors termly

**Homophobic, biphobic, and transphobic (HBT) bullying:**

- The school challenges all discriminatory language and attitudes
- Staff use inclusive language and ensure all pupils feel valued
- LGBTQ+ pupils

**12.0 Staff Safeguarding Expectations**

12.1 All staff members, including those who do not work directly with children, must:

- Read and understand Part One of Keeping Children Safe in Education 2026 in its entirety
- Understand that KCSIE 2026 no longer provides a condensed summary (Annex A), and all staff must read the full Part One
- Understand how bullying relates to safeguarding and child-on-child abuse
- Recognise that bullying may indicate that a child is experiencing harm or is at risk
- Know how to identify signs of abuse, neglect, and exploitation
- Understand the continuum of harmful sexual behaviour
- Know how to report safeguarding concerns to the DSL or a deputy DSL
- Understand that they must report concerns immediately and not assume someone else will do so
- Attend regular safeguarding training and updates
- Confirm annually that they have read and understood Part One of KCSIE 2026 and this policy

**13.0 Vulnerable groups**

13.1 The school recognises that certain groups of pupils may be more vulnerable to bullying and require additional support and monitoring. These include:

**Pupils with SEND:**

- May be less able to recognise or report bullying
- May be targeted because of their differences
- May require adapted communication methods to report concerns
- Will have bullying considerations included in their support plans

**Looked-after children and previously looked-after children:**

- May have experienced trauma that makes them more vulnerable
- May struggle with relationships and social situations
- Will have bullying considerations included in their Personal Education Plans (PEPs)
- The Designated Teacher for Looked-After Children will be informed of any bullying incidents

**Young carers:**

- May be targeted because of their caring responsibilities
- May be reluctant to report bullying for fear of consequences for their family
- May need flexible support that takes account of their caring role

**Pupils with specific medical conditions:**

- May be targeted because of their condition or its visible effects
- May need support to understand that their condition is not something to be ashamed of
- Will have bullying considerations included in their Healthcare Plans

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**Pupils known to children's social care:**

- May be experiencing abuse or neglect at home
- May display challenging behaviour as a result of their experiences
- The DSL/DDSL will be informed of all bullying incidents involving these pupils

**Pupils from ethnic minority backgrounds:**

- May experience racist bullying
- Will be supported through our Racist Incidents Policy
- Incidents will be recorded and reported in line with statutory requirements

**LGBTQ+ pupils:**

- May experience homophobic, biphobic, or transphobic bullying
- Will be supported to feel safe and included in our school community
- Staff will challenge discriminatory language and attitudes

**Pupils who are new to the school or new to the country:**

- May be targeted because they are "different"
- May have language barriers that make it difficult to report bullying
- Will receive additional support during transition periods

13.2 For all vulnerable pupils, the school will:

- Ensure individual risk assessments are in place where appropriate
- Provide additional monitoring and support
- Work closely with parents/carers and external agencies
- Ensure the DSL/DDSL is informed of all bullying incidents
- Review support plans regularly to ensure they remain effective

**14.0 Bullying and exploitation**

14.1 Staff must be alert to the possibility that bullying may be linked to, or a precursor to, more serious forms of abuse and exploitation, including:

- **Child sexual exploitation (CSE)** - where a child is manipulated or coerced into sexual activity, which may begin with peer pressure or bullying
- **Child criminal exploitation (CCE)** - where a child is manipulated or coerced into criminal activity, which may begin with bullying or intimidation
- **County lines** - a form of CCE where children are coerced into drug trafficking, often through threats or violence
- **Modern slavery and trafficking** - where children are forced, deceived, or coerced into exploitation
- **Financial exploitation** - where children are manipulated into financial transactions or activities
- **Radicalisation** - where bullying or isolation may make a child more vulnerable to extremist narratives
- **Gang involvement** - where bullying may be used as a recruitment tactic or to enforce gang loyalty

14.2 Where staff have concerns that bullying may be linked to exploitation, they must report this to the DSL/DDSL immediately. The DSL/DDSL will assess the concern and take appropriate action, which may include referral to children's social care or the police.

**15.0 Pupils displaying child-to-parent or caregiver abuse**

15.1 The school recognises that some pupils may display abusive or violent behaviour towards their parents or caregivers, which may also manifest as bullying behaviour in school.
Where staff are aware that a pupil engages in child-to-parent abuse:

- This will be considered in behaviour and support planning
- Staff will work sensitively with families to provide appropriate support

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- The DSL will be involved in planning and reviewing interventions
- External agencies (e.g., social care, CAMHS) will be consulted as appropriate
- The school will recognise that parents/carers may need additional support

Staff will be alert to the possibility that bullying behaviour may be part of a wider pattern of child-to-parent abuse and will report concerns to the DSL/DDSL.

**16.0 Cyber-Bullying and Online Safety**

**16.1 Definition and scope**

16.2 Cyber-bullying is bullying that takes place using technology, including:

- Social media platforms
- Gaming platforms and online games
- Messaging apps
- Email
- Text messages
- Video sharing platforms
- Virtual worlds and metaverse platforms
- Any other digital communication method

16.3 Cyber-bullying can include:

- Sending threatening or abusive messages
- Creating and sharing embarrassing images or videos
- Excluding someone from online groups or games
- Spreading rumours online
- Impersonating someone online
- Making or sharing nudes or semi-nudes (including AI-generated or digitally altered images)
- Creating fake profiles or accounts to harass someone
- Encouraging someone to self-harm
- "Trolling" - sending menacing or upsetting messages
- Sharing someone's personal information without consent ("doxing")

**17.0 The school's approach to cyber-bullying**

17.1 The school will respond to cyber-bullying even if it takes place outside school hours or off school premises, where such bullying:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the school community
- Could adversely affect the reputation of the school

The school will:

- Educate pupils about online safety and responsible use of technology through the curriculum
- Teach pupils how to recognise and report cyber-bullying
- Ensure filtering and monitoring systems are in place and reviewed at least annually
- Work with parents/carers to promote safe and responsible use of technology at home
- Act against pupils who engage in cyber-bullying, including sanctions in line with our Behaviour Policy
- Support victims of cyber-bullying and help them to stay safe online
- Work with external agencies (e.g., police, social media platforms) where appropriate

**18.0 Filtering and monitoring**

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18.1 KCSIE 2026 mandates strict annual reviews of filtering and monitoring systems. At Shefford Lower School:

- Filtering and monitoring systems are reviewed at least once every academic year
- Reviews are conducted by the Senior Leadership Team member responsible for filtering and monitoring, supported by the DSL and IT support
- The review considers:
    - Effectiveness of current systems in blocking harmful content
    - Any incidents where harmful content was accessed
    - Emerging online risks and how systems can be updated to address them
    - Staff and pupil feedback on the systems
    - Whether systems are age-appropriate and proportionate

**19.0 Mobile phone policy**

19.1 KCSIE 2026 introduces a default standard that all schools should be "mobile phone-free environments," restricting pupil access to phones during lessons, breaktimes, and lunchtimes.
At Shefford Lower School:

- Pupils are not permitted to bring mobile phones to school
- This policy helps to reduce opportunities for cyber-bullying during the school day
- Parents/carers are informed of this policy and the reasons for it

**20.0 Generative AI and deepfakes**

20.1 The school recognises the emerging risks associated with generative AI, including:

- Creation of fake or manipulated images (deepfakes) to bully or harass pupils
- Use of AI to generate harmful content
- Impersonation using AI-generated voice or video

20.2 KCSIE 2026 explicitly includes images digitally altered or wholly generated by artificial intelligence within the definition of "making or sharing of nudes or semi-nudes."
All incidents involving AI-generated or manipulated images to harm others must be reported to the DSL/DDSL immediately and will be treated as a safeguarding matter.
The school will:

- Educate pupils about the risks of generative AI
- Teach pupils how to identify AI-generated or manipulated content
- Take serious action against pupils who use AI to create harmful content
- Support victims of AI-related bullying

**21.0 Educating pupils about online safety**

21.1 Pupils are taught about online safety and cyber-bullying through:

- PSHE/RSE curriculum
- Computing curriculum
- Assemblies and special events (e.g., Safer Internet Day)
- Ongoing discussions and reminders
- Age-appropriate resources and activities

21.2 Pupils are taught:

- How to use technology safely and responsibly
- How to recognise cyber-bullying and other online risks
- How to report concerns to a trusted adult
- How to protect their personal information online
- How to be kind and respectful online
- The potential consequences of cyber-bullying (for both victim and perpetrator)

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- That anything shared online can be permanent and difficult to remove

**22.0 Bullies and Victims**

22.1 Someone who is usually capable and confident can find themselves in a situation whereby they feel bullied. Staff should be open-minded and vigilant. Bullying takes place where there is a perceived imbalance of powerof bully over victim.

22.2 This may be achieved by:
- The size of the individual
- The strength of the individual
- The social standing of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bulling or using email, social networking sites, texts etc.

22.3 Children may not be aware that they are being bullied; they may be too young or vulnerable. Children who are victims of on-going abuse may not recognise that they are being abused. They may also allow a situation to continue in the hope that it will stop/ because they feel embarrassed or because they are afraid of the consequences of telling someone.

22.4 Staff must remain vigilant about bullying and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Staff are expected to be pro-active in preventing bullying by educating children and in taking steps to avoid it happening.

22.5 Staff should be able to identify children who may be vulnerable and who could fall victim to bullying as well asthose who may demonstrate bullying behaviour and must take preventative action, working with other staff, children and with the child's parents.

**23.0 Why is it important to respond to Bullying?**

23.1 Bullying hurts. Bullying has the potential to damage the mental health and wellbeing of a victim. Everybody has the right tobe treated with respect. Children who are bullying need to learn different ways of behaving so that they can also have healthy relationships.

**24.0 Signs and Symptoms**

24.1 A child may indicate signs or behaviour that they are being bullied. Adults should be aware of thesepossible signs and they should investigate if a child:

- Is frightened of walking to or from school
- Changes their usual routine
- Is unwilling to go to school
- Becomes withdrawn, anxious or lacking in confidence
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning on a regular basis
- Begins to do poorly in school work

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- Has possessions which are damaged or “go missing” on a regular basis
- Asks for/ takes or loses money
- Has dinner or other monies continually “lost”
- Has unexplained cuts or bruises
- Is bullying other children or siblings
- Has changes in appetite or eating habits
- Is frightened to say what’s wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber message is received
- Has unexplained changes in mood or temperament
- Has a change in attitude to people at home/school

24.2 These signs and behaviours could indicate other problems, but bullying should be considered a possibility andshould be investigated. There also may be no obvious signs which is why promoting a culture of talk and teaching behaviour is so important to support all children.

**25.0 Outcomes**

- All known/reported incidences of bullying will be reported to the Headteacher/Heads.
- Staff acknowledge the possibility of bullying and seek to investigate and address whenever itpresents itself.
- Known/reported incidences of bullying will be investigated by the class teacher or by a seniormember of staff.
- All children who have been involved in the incident or who have witnessed the incident will sitseparately to record in their own words what has happened.
- The member of staff dealing with the incident will meet with the parents of the victim to discussany incidents and actions being taken.
- The member of staff investigating will meet with the parents of the bully to discuss the incidents,
  the school’s approach and consequences.
- Following an allegation, the children will be spoken to and closely monitored.
- If bullying is found to be happening, staff will initiate support for both/all children and willcontinue to monitor over a period of time.
- The bully (bullies) will be asked to genuinely apologise.
- The Child/Family Support Worker will be involved in any follow-up action and in some cases, outside agencies may be requested to support the school or family in dealing with bullying e.g.police, counsellor, Chums Emotional Well-Being, Jigsaw Behaviour Support Service etc.
- In serious cases, suspensions or even permanent exclusions will be considered.
- If possible, the pupils will be reconciled and supported toward restoration of relationships.
- After the incident/incidents have been investigated and dealt with, each case will be recorded in the schools management system CPOMS/ARBOR, and monitored to ensure repeated bullying does not take place.

**26.0 Prevention**

26.1 At Shefford Lower anti-bullying is woven through the curriculum and values we have designed at Shefford Lower.

26.2 We use a variety of methods for helping children to prevent bullying through our Values, class assemblies, PSHCE, Anti-bullying focus, Playground Buddies, Safer Internet Day, Worry Boxes, children are also consulted through in-school pupil surveys and regular check ins.

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26.3 Our ethos and school Values mean that everyone is expected to treat each other with respect and to show respect for other people's property. Showing our Values and good behaviour is regularly acknowledgedand rewarded. Weekly assemblies celebrate school success and help to drive the ethos the school upholds.

26.4 Staff will discuss bullying with children throughout the curriculum and whenever it is pertinent; in particular during national 'Anti-bullying week' every November. This is reinforced through our designed, connected

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curriculum links. This will inform children that we are serious about dealing with bullying and leads to openconversations and increased confidence in children to want to discuss bullying. However, the importance of the anti-bullying message is something that is addressed regularly through the curriculum as a thread of our values.

26.5 Staff will consistently reinforce behaviour expectations in line with the school's behaviour policy staff modelexpectations with the children and in their professional behaviours in school.

26.6 Staff follow the equality policy; welcoming every child to our school which is modelled in everything they do.

26.7 Staff will be mindful of the times and areas in which bullying might occur, notifying senior staff and ensuringeffective steps are taken to reduce the risk.

26.8 Staff must be vigilant regarding groups of children together e.g. gatherings of children in the playgroundshould be monitored and any issues addressed. Groups/gangs can bring about the imbalance of power.

26.9 Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings.

26.10 Children are involved in the prevention of bullying as and when appropriate, this may include:

- Writing a set of school or class rules
- Writing a personal pledge or promise against bullying
- Writing stories or poems or drawing pictures about bullying
- Reading stories about bullying or having them read to a class or assembly
- Making up role-plays about what to do through scenarios of bullying
- Taking leadership roles within school
- Having discussions about bullying and why it matters that bullies are dealt with quickly
- Engaging with our School Values and Behaviour Curriculum.

26.11 If a child feels that they are being bullied then there are several procedures that they are encouraged tofollow: (not hierarchical)

- Use an assertive voice and body language and tell the bully to stop
- Tell an adult you can trust in school
- Tell a parent or adult who you can trust at home
- Go to an adult and ask for help
- Shout for help
- Write your concern down and post it in the 'worry box'
- Discuss it in circle time
- Ring Child Line and follow the advice given – this is promoted through discussions, assemblies,lessons, and also through displays/posters in school.
- Visit the school website for ideas of what to do next

**27.0 Recording of Bullying Incidents**

**27.1** All allegations of bullying, reported incidences of bullying, concerns raised by parents, and confirmed cases must be immediately reported and recorded on **CPOMS/ARBOR**, which informs the Headteacher and DSL/DDSL.
Records must include:

- Date, time, and location of the incident(s)

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- Names of all pupils involved (victim, perpetrator, witnesses)
- Names of staff involved or informed
- Detailed description of what happened
- Type of bullying (physical, verbal, cyber, racist, sexual, etc.)
- Whether the incident is part of a pattern or a one-off event
- Impact on the victim (physical, emotional, academic)
- Actions taken (investigation, sanctions, support provided)
- Parental involvement and communication
- Whether the DSL/DDSL was informed and any safeguarding action taken
- Follow-up actions and monitoring arrangements
- Outcomes and whether the bullying has stopped

**28.0 Data protection and record retention**

28.1 All records are stored securely on CPOMS/ARBOR in accordance with:

- Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)
- Data (Use and Access) Act 2025

**29.0 Access to records:**

- Access is restricted to relevant staff members on a need-to-know basis
- Parents/carers have a right to request access to records relating to their child, subject to exemptions under data protection law
- Pupils have a right to request access to their own records, subject to age and capacity considerations

**30.0 Record retention:**

- Records are retained in line with our Data Retention Policy and Information and Records Management Society (IRMS) toolkit guidance
- Bullying records are typically retained until the pupil reaches age 25 (or longer if there are ongoing safeguarding concerns)
- Where incidents involve safeguarding concerns, records will be retained in accordance with child protection record retention requirements

**31.0 Sharing information:**

- Information about bullying may be shared with external agencies (e.g., social care, police) where necessary for safeguarding purposes or with parental consent
- When a pupil moves to a new school, relevant information about bullying will be shared as part of the transition process, in line with KCSIE 2026 requirements for sharing safeguarding information
- Information will be shared in line with data protection principles and our Information Sharing Policy

**32.0 Monitoring and analysis**

32.1 All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that bullying may be prevented from happening in the future. The Headteacher and DSL will review bullying records termly to identify:

- Patterns and trends (e.g., hotspots, times of day, types of bullying)
- Pupils who are frequently involved (as victims or perpetrators)
- Whether certain groups are disproportionately affected (e.g., SEND, LAC, ethnic minorities, LGBTQ+)
- Effectiveness of interventions and support
- Whether policy or practice changes are needed
- Staff training needs

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32.2 This analysis will inform:

- Curriculum planning (PSHE, assemblies, etc.)
- Staff training and development
- Whole-school behaviour strategies
- Resource allocation and support planning
- Policy and procedure reviews

**33.0 Reporting to governors**

Incidents of bullying will be reported to the Governing Body within the Headteacher's termly report and behaviour report, including:

- Number and types of bullying incidents
- Analysis of patterns and trends
- Actions taken to address bullying
- Effectiveness of anti-bullying strategies
- Any safeguarding concerns identified
- Comparison with previous terms/years

33.1 An anonymised annual report will be provided to the full governing body, including recommendations for the year ahead.

The governing body will:

- Review the report and challenge the school's practice where appropriate
- Ensure that vulnerable groups are not disproportionately affected
- Ensure that staff receive appropriate training and support
- Approve any changes to policy or practice

**34.0 Responding to Bullying**

34.1 When bullying is reported or suspected, staff will:

- Take all reports seriously and never dismiss concerns as "just banter" or "part of growing up"
- Ensure the immediate safety of the victim
- Provide reassurance and support to the victim
- Record the report on CPOMS immediately
- Inform the Headteacher/Deputy Headteacher and DSL/DDSL the same day
- Begin an investigation promptly (usually the same day)

**35.0 Investigation**

35.1 All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff. The investigation will include:

- **Separate interviews** with:
    - The victim(s)
    - The alleged perpetrator(s)
    - Any witnesses
- **Written statements:**
    - All children involved or who witnessed the incident will sit separately to record in their own words what has happened
    - Statements will be age-appropriate (younger children may draw pictures or have an adult scribe)
- **Evidence gathering:**
    - Screenshots or evidence of cyber-bullying (without viewing, copying, or sharing inappropriate images)
    - Physical evidence (e.g., damaged property)

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    - CCTV footage where available and appropriate
- **Consideration of context:**
    - Whether this is part of a pattern or a one-off incident
    - The relationship between the pupils involved
    - Any vulnerabilities or SEND
    - Any safeguarding concerns

**36.0 Safeguarding assessment**

36.1 The DSL will be involved in all bullying investigations to assess whether there are safeguarding concerns, including:

- Whether the bullying is part of the child-on-child abuse continuum
- Whether the victim or perpetrator may be experiencing abuse or neglect
- Whether the bullying involves sexual content or harmful sexual behaviour
- Whether there are indicators of exploitation
- Whether a referral to children's social care or other agencies is necessary

**37.0 Parental involvement**

**For victims:**

- The member of staff dealing with the incident will meet with the parents/carers of the victim to discuss any incidents and actions being taken
- This will usually happen the same day or within 24 hours
- Parents/carers will be kept informed of progress and outcomes
- The school will work with parents/carers to provide ongoing support

**For perpetrators:**

- The member of staff investigating will meet with the parents/carers of the perpetrator to discuss the incidents, the school's approach, and consequences
- This will usually happen the same day or within 24 hours
- Parents/carers will be encouraged to work with the school to address the behaviour
- The school will provide guidance on how parents/carers can support their child to change their behaviour

**38.0 Sanctions and consequences**

38.1 Where bullying is confirmed, the school will take action in line with our Behaviour Policy. Sanctions may include:

- Restorative conversations
- Loss of privileges (e.g., playtime, school trips)
- Internal isolation or reflection time
- Fixed-term suspension
- Permanent exclusion (in the most serious cases)

The severity of the sanction will depend on:

- The nature and severity of the bullying
- The impact on the victim
- Whether this is part of a pattern
- The age and understanding of the perpetrator
- Any mitigating circumstances (e.g., SEND, home circumstances)

**Sanctions alone are not sufficient.** The school will also provide support and intervention to help the perpetrator understand the impact of their behaviour and develop more positive relationships.

**39.0 Support for victims**

Following an allegation or confirmed bullying, the victim will receive:

- Immediate reassurance and emotional support

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- A safe space to talk about their feelings
- Regular check-ins to monitor wellbeing
- Support from the Child/Family Support Worker where appropriate
- Involvement of external agencies where necessary (e.g., CAMHS, counselling services)
- Adjustments to their timetable or environment if needed to help them feel safe
- Strategies to build resilience and confidence
- Clear information about what actions the school is taking

The school will ensure the victim knows:

- They are not to blame
- They did the right thing by reporting
- The school will take action to stop the bullying
- They will be supported and kept safe

**40.0 Support for perpetrators**

40.1 The school recognises that children who bully often have unmet needs or are experiencing difficulties themselves. Following a confirmed bullying incident, the perpetrator will receive:

- A clear explanation of why their behaviour is unacceptable
- Support to understand the impact of their behaviour on others
- Help to develop empathy and positive relationship skills
- Involvement of the Child/Family Support Worker where appropriate
- Involvement of external agencies where necessary (e.g., CAMHS, Jigsaw Behaviour Support Service)
- A behaviour plan or support plan if needed
- Regular monitoring and check-ins
- Recognition and praise when they demonstrate positive behaviour

The perpetrator will be asked to genuinely apologise to the victim, but only when:

- They understand why their behaviour was wrong
- The apology is sincere and not forced
- The victim is ready to receive an apology
- It is safe and appropriate to do so

**41.0 Reconciliation and restoration**

41.1 If possible, and where appropriate, the pupils will be supported toward reconciliation and restoration of relationships. This may include:

- Restorative conversations facilitated by trained staff
- Mediation (where both parties are willing)
- Opportunities to rebuild trust
- Ongoing monitoring to ensure positive relationships are maintained

42.2 Reconciliation is not always appropriate or possible, particularly in cases of serious or repeated bullying. The priority is always the safety and wellbeing of the victim.

**43.0 Ongoing monitoring**

43.1 After the incident/incidents have been investigated and dealt with, each case will be:

- Recorded on CPOMS/ARBOR with full details
- Monitored regularly (weekly initially, then reducing as appropriate) to ensure repeated bullying does not take place
- Reviewed at key points (e.g., after 2 weeks, 1 month, half term)
- Discussed with parents/carers to ensure home and school are working together

If bullying recurs:

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- The investigation and response process will be repeated
- More serious sanctions may be applied
- Additional support will be provided
- External agencies may be involved
- The DSL will review whether there are safeguarding concerns

**44.0 Serious incidents**

In serious cases, the school may:

- Impose fixed-term or permanent exclusions in line with DfE guidance
- Involve the police (e.g., for assault, threats, hate crimes, sexual offences, cyber-crimes)
- Make referrals to children's social care
- Involve other external agencies (e.g., CAMHS, youth offending teams)
- Report to Ofsted if required

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**45.0 Advice to Parents and carers**

45.1 If you suspect your child is being bullied:

- Inform your child's teacher of your concerns/the incident. The teacher will record the incident on the
  school's CPOMs/ARBOR and this informs the head teacher.
- The incident will be investigated and monitored, with necessary actions taken to prevent any futureincident.
- The Deputy Headteacher is also available to discuss any concerns with you.
- The bullying behaviour or threats of bullying will be investigated and the bullying stopped quickly.
- Your child will be supported.
- The bully (bullies) will be helped to change their behaviour.
- Please do contact the Headteacher if you are not happy with the manner in which an incident ismanaged or responded to.

45.2 Parents and carers are advised not to;

- Under any circumstances attempt to sort the problem out yourself by speaking to the child whom youthink may be the bully or by speaking to their parents.
- Encourage your child to be 'a bully' back.

Both of these will only make the problem much harder to solve.

**46.0 Pupils displaying child-to-parent or caregiver abuse:**

46.1 The school recognises that some pupils may display abusive or violent behaviour towards their parents or caregivers, which may also manifest as bullying behaviour in school.

46.2 Where staff are aware that a pupil engages in child-to-parent abuse:

- This will be considered in behaviour and support planning
- Staff will work sensitively with families to provide appropriate support
- The DSL/DDSL will be involved in planning and reviewing interventions
- External agencies (e.g., social care, CAMHS) will be consulted as appropriate
- The school will recognise that parents/carers may need additional support

46.3 Staff will be alert to the possibility that bullying behaviour may be part of a wider pattern of child-to-parent abuse and will report concerns to the DSL.

**47.0 Monitoring and review**

47.1 The implementation of this policy is monitored by the Behaviour Lead, Senior Leadership Team, Life Learning Lead, Headteacher and Governors. It is reviewed annually.

**48.0 Links with other policies**

This policy is linked to our:

- Behaviour Policy
- Curriculum Policy
- Behaviour Curriculum

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**49.0 HELPFUL ORGANISATIONS:**

| | |
|---|---|
| Advisory Centre for Education (ACE) | 020 7354 8321 |
| Children's Legal Centre | 0845 345 4345 |
| KIDSCAPE Parents Helpline (Mon-Fri 10-4) | 0845 1205 204 |
| Parentline Plus | 0808 800 2222 |
| Youth Access | 020 8772 9900 |
| NSPCC | https://www.nspcc.org.uk/keeping-children-safe/types-of-abuse/bullying-and-cyberbullying/ |

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

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