

Anti-Bullying Policy

This policy applies to the whole school (including the Early Years Foundation Stage) and is published to parents, pupils, staff and volunteers.

Bradford Grammar School

March 2026

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This is the Anti-Bullying Policy of Bradford Grammar School (the School).

1 Aims

- 1.1 The aims of this policy are:
 - 1.1.1 to actively promote and safeguard the welfare of pupils at the School;
 - 1.1.2 to maintain and drive a positive and supportive culture among all pupils and staff throughout the School;
 - 1.1.3 to prevent bullying, detect it when it occurs, and respond to it appropriately on a case-by-case basis;
 - 1.1.4 to help to promote a whole school culture of openness, safety, equality and protection from all forms of harm and abuse; and
 - 1.1.5 to ensure that pupils, parents, staff and governors understand what bullying is and what they should do if bullying occurs.
- 1.2 This policy forms part of the School's whole school approach to promoting child safeguarding and well-being, which seeks to involve everyone at the School to ensure that the best interests of pupils underpin and are at the heart of all decisions, systems, processes and policies.
- 1.3 Although this policy is necessarily detailed, it is important to the School that our policies and procedures are transparent, clear and easy to understand for staff, pupils, parents and carers. The School welcomes feedback on how the School can continue to improve our policies.

2 Scope and application

- 2.1 This policy applies to the whole School including the Early Years Foundation Stage (EYFS).
- 2.2 This policy applies at all times when the pupil is:
 - 2.2.1 in or at School (to include any period of remote provision);
 - 2.2.2 representing the School or wearing School uniform;
 - 2.2.3 travelling to or from School;
 - 2.2.4 on School-organised trips;
 - 2.2.5 associated with the School at any time; or
 - 2.2.6 in the care of the School or not, including online, and the School becomes aware of an incident of bullying.
- 2.3 This policy shall also apply to pupils at all times and places in circumstances where failing to apply this policy may:
 - 2.3.1 affect the health, safety or well-being of a member of the School community or a member of the public;
 - 2.3.2 have repercussions for the orderly running of the School; or

2.3.3 bring the School into disrepute.

3 Regulatory framework

3.1 This policy has been prepared to meet the School's responsibilities under:

- 3.1.1 Education (Independent School Standards) Regulations 2014;
- 3.1.2 *EYFS statutory framework for group and school-based providers* (DfE, September 2025);
- 3.1.3 Education and Skills Act 2008;
- 3.1.4 Children Act 1989;
- 3.1.5 Childcare Act 2006;
- 3.1.6 Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**);
- 3.1.7 Human Rights Act 1998; and
- 3.1.8 Equality Act 2010.

3.2 This policy has regard to the following guidance and advice:

- 3.2.1 Keeping children safe in education (DfE, September 2025) (**KCSIE**);
- 3.2.2 Working together to safeguard children 2023 (DfE, updated February 2024) (**WTSC**);
- 3.2.3 Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE, May 2024);
- 3.2.4 Preventing and tackling bullying: advice for headteachers, staff and governing bodies (DfE, July 2017);
- 3.2.5 Cyberbullying: advice for headteachers and school staff (DfE, November 2014);
- 3.2.6 Sexual and sexist bullying: developing effective anti-bullying practice (Anti-bullying Alliance);
- 3.2.7 Sharing nudes and semi-nudes: advice for education settings working with children and young people (DSIT and UKCIS, March 2024);
- 3.2.8 Searching, screening and confiscation: advice for schools (DfE, July 2022, in force from September 2022);
- 3.2.9 Behaviour in schools: advice for headteachers and school staff (DfE, February 2024);
- 3.2.10 Mobile phones in schools: guidance (DfE, January 2026);
- 3.2.11 Technical guidance for schools in England (Equality and Human Rights Commission, July 2024);
- 3.2.12 Equality Act 2010: advice for schools (DfE, June 2018);

- 3.2.13 Relationships education, Relationships and Sex education and Health education guidance (DfE, September 2021);
- 3.2.14 Plan technology for your school (HM Government, September 2024) (HM Government, September 2024);
- 3.2.15 Generative AI: product safety expectations (DfE, January 2025).
- 3.3 The following School policies, procedures and resource materials are relevant to this policy:
 - 3.3.1 Behaviour Policy;
 - 3.3.2 Parental Complaints Policy and Procedures;
 - 3.3.3 Risk Assessment Policy;
 - 3.3.4 ICT Acceptable Use Agreements for Junior School and Senior School;
 - 3.3.5 Online Safety Policy;
 - 3.3.6 Mobile and Smart Device Guidance;
 - 3.3.7 Safeguarding and Child Protection Policy and Procedures;
 - 3.3.8 Special Educational Needs and Learning Difficulties Policy;
 - 3.3.9 Disability, Equality and Accessibility Policy;
 - 3.3.10 School Rules; and
 - 3.3.11 RSHE Guidance for Junior School and Senior School.

4 Responsibility statement and allocation of tasks

- 4.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.
- 4.2 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice by engaging with VWV's annual policy review cycle and in the interim period using the VWV's Toolkit update service as necessary	Designated Safeguarding Lead – Jess Watson Junior School Deputy Head – Felicity Hughes	As required, and at least annually

Task	Allocated to	When / frequency of review
Regularly evaluating the School's approach to bullying to take account of developments in technology	Designated Safeguarding Lead – Jess Watson Junior School Deputy Head – Felicity Hughes	As required, and at least annually
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Designated Safeguarding Lead – Jess Watson Junior School Deputy Head – Felicity Hughes	As required, and at least annually
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	Designated Safeguarding Lead – Jess Watson Junior School Deputy Head – Felicity Hughes	As required, and at least annually
Formal annual review and interim review as necessary when an update to the policy is made	Proprietor	Annually

5 Publication and availability

- 5.1 This policy is published on the School website.
- 5.2 This policy is available in hard copy on request.
- 5.3 A copy of the policy is available for inspection from the School reception during the School day.
- 5.4 This policy can be made available in large print or other accessible format if required.

6 Definitions

- 6.1 Where the following words or phrases are used in this policy:
 - 6.1.1 References to the **Proprietor** are references to the Board of Governors.
 - 6.1.2 References to the **Headmaster** may include deputies.
 - 6.1.3 References to **Parent** means the natural or adoptive parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive parent of the pupil, but who has care of, or parental responsibility for, the pupil e.g. legal guardian, education guardian and / or host parent / carer.

7 Bullying

- 7.1 Bullying is behaviour by an individual or group, **repeated** over time, that **intentionally** hurts another individual or group either **physically** or **emotionally**. The School acknowledges that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for their victims to defend themselves. The imbalance of power can manifest itself in several ways; it may be physical, psychological (knowing what upsets someone), derived from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.
- 7.2 Bullying is always unacceptable and will not be dismissed as being normal or as "banter", "just having a laugh", "boys being boys" or simply "part of growing up". Bullying will not be tolerated by the School because:
- 7.2.1 it is harmful to the person who is bullied, to those who engage in bullying behaviour, and those who support them, and can in some cases lead to lasting psychological damage and even suicide;
 - 7.2.2 it interferes with a pupil's right to enjoy their learning and leisure time free from intimidation; and
 - 7.2.3 it is contrary to all the School's aims and values, internal culture and the reputation of the School.
- 7.3 Bullying is behaviour by an individual or group 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). Bullying is often motivated by prejudice against particular groups. Bullying may be:
- 7.3.1 **Physical:** hitting, kicking, pushing people around, spitting, shaking, biting, hair pulling or taking, damaging or hiding possessions;
 - 7.3.2 **Verbal:** name-calling, gossiping, taunting, teasing, insulting, threatening or undermining, humiliating or demanding money;
 - 7.3.3 **Non-verbal abuse:** hand signs or text messages (see also cyberbullying below);
 - 7.3.4 **Emotional abuse:** controlling or manipulating someone, making silent, hoax or abusive calls;
 - 7.3.5 **Exclusionary behaviour:** intimidating, isolating or excluding a person from a group;
 - 7.3.6 **General unkindness:** constant criticism, spreading rumours or writing unkind notes, mobile phone texts or emails;
 - 7.3.7 **Initiation / hazing type behaviour:** rituals which may include but are not limited to activities involving harassment, abuse or humiliation used as a way of initiating a person into a group;
 - 7.3.8 **Low level disruptive behaviour:** wearing "banter" and "horseplay" over a prolonged period of time;

7.3.9 **Cyberbullying:** bullying that takes place using technology. This may include bullying through the use of mobile electronic devices, social media or gaming sites. See Appendix 1 to this policy for guidance for pupils about cyberbullying. The School's separate ICT Acceptable Use agreements for Junior School and Senior School sets out the School rules about the use of technology including mobile electronic devices;

7.3.10 **Prejudice-based bullying:** bullying that is motivated by actual or perceived differences between children, such as where a child is adopted, in care or has caring responsibilities;

7.3.11 **Harmful sexual behaviours:** includes sexual harassment and sexual violence:

(a) **sexual harassment:** unwanted conduct of a sexual nature that can occur online and offline. It can include but is not limited to:

- (i) sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- (ii) sexual jokes or taunting;
- (iii) physical behaviour such as deliberately brushing against someone, interfering with their clothes, displaying pictures, photos or drawings of a sexual nature;
- (iv) online sexual harassment which may include: non-consensual sharing of sexual images and videos (sharing of nudes or semi-nudes images and videos, otherwise known as sexting or youth produced sexual imagery, including digitally manipulated or AI-generated sexual imagery); inappropriate sexual comments on social media; exploitation; coercion and threats; upskirting.

Incidences of sexual harassment will be investigated to ensure they are not part of a wider pattern of sexual harassment and / or sexual violence.

(b) **sexual violence:** sexual offences under the Sexual Offences Act 2003, specifically rape, assault by penetration, sexual assault and causing someone to engage in sexual activity without consent.

7.4 **Discrimination-based bullying:** bullying may also be:

7.4.1 sexist: related to a person's sex or gender reassignment;

7.4.2 racist, or regarding someone's religion, belief or culture;

7.4.3 related to a person's sexual orientation (homophobic bullying);

7.4.4 related to pregnancy and maternity;

7.4.5 related to a person's home circumstances;

7.4.6 related to a person's disability, special educational needs, learning difficulty, health or appearance;

7.4.7 related to a person's age; or

- 7.4.8 **LGBT+ based bullying:** Children who are lesbian, gay, bisexual, transgender or other sexualities (**LGBT+**) can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT+ (whether they are or are not) can be just as vulnerable as children who identify as LGBT+. Risks can be compounded where children who are LGBT+ lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff to help counter homophobic, biphobic and transphobic bullying and abuse. This behaviour is categorised as prejudice-based bullying linked to protected characteristics and should be recorded on CPOMS appropriately.
- 7.5 Racial, sexual, biphobic, transphobic or homophobic bullying and bullying someone because they have a disability are also hate crimes.
- 7.6 Some individuals may see their conduct as "teasing" or "a game" or "for the good of" the other person and not deliberately intended to hurt. These forms of bullying are equally unacceptable but may not be malicious and can often be corrected quickly depending on the circumstances. If left unchallenged or dismissed low level disruption can have a wearing and significant impact on targeted individuals exposed to such behaviour and may lead to a culture of failing to report. This is not a culture the School adopts. In some circumstances it may be necessary to consider disciplinary sanctions in response to this type of behaviour.
- 7.7 A person who makes a physical or sexual assault on another, or who steals or causes damage to the property of another, commits a criminal offence. Bullying may also be regarded as threatening behaviour or harassment which can be either a criminal offence or a civil wrong. Certain acts of voyeurism e.g. upskirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing parts of their body or clothing not otherwise visible to obtain sexual gratification, or cause the victim humiliation, distress or alarm are criminal offences. Misuse of electronic communications could also be a criminal offence, for example it is an offence to send an electronic communication (such as a text message or email) to another person with the intent to cause distress or anxiety.

Safeguarding and child-on-child abuse

- 7.7.1 Bullying is closely connected with pupil well-being and therefore will often require a safeguarding response. Bullying demonstrates a lack of respect for others which can overlap with abusive and harassing behaviour and which, in turn, can lead to a culture of unacceptable behaviours and an unsafe environment for children. All this informs the School's zero-tolerance approach, and it is essential that all staff understand the importance of challenging inappropriate behaviours between peers that are actually abusive in nature.
- 7.7.2 Child-on-child abuse can occur both inside and outside of School and may be taking place whilst not being reported. A one size fits all approach is not appropriate for all pupils, and a contextualised approach for more vulnerable pupils, victims of abuse and pupils with special educational needs and disabilities or certain medical or physical health conditions may be required. Certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours and create an unsafe environment for pupils. In worst case scenarios, dismissing sexual harassment can lead to a

culture that normalises abuse and pupils accepting it as normal and not coming forward to report it.

- 7.7.3 Technology is a significant component in many safeguarding and well-being issues. Pupils are at risk of abuse online as well as face to face. This can take the form of abusive, harassing, misogynistic and misandristic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.
- 7.7.4 In line with the School's aims and culture of openness and encouragement to report, the School's policy and procedures with regard to child-on-child abuse are set out in Appendix 3 of the School's Safeguarding and Child Protection Policy and procedures. Concerns about a pupil's welfare because they are the victim, witness or perpetrator of bullying behaviour must be reported in accordance with the Safeguarding and Child Protection Policy and procedures and appropriate action taken, taking into account the Local Safeguarding Partners' threshold document.

8 Anti-bullying culture and systems

- 8.1 The School is committed to the emotional wellbeing of its pupils and takes all allegations of bullying seriously. All incidents of alleged bullying will be investigated thoroughly and before any adjustments or sanctions are imposed the School will work closely with the victim to ensure their views and wishes are considered. In extreme cases, if it is felt that a criminal offence has been committed (in terms of threatening behaviour or harassment) advice and assistance from the police may be sought.
- 8.2 The School openly acknowledges the seriousness of bullying, and its potential to affect the social, mental and emotional health of the victim. Victims of bullying are likely to lose self confidence and self-esteem, and even blame themselves for "inviting" the bullying behaviour. This unhappiness is likely to affect their concentration and impair their learning. Some victims may experience stress-related symptoms such as stomach aches and headaches, nightmares or anxiety attacks. Some may avoid being bullied by not attending school. In extreme cases, bullying can lead to serious self-harm and even suicide.
- 8.3 It is everyone's responsibility to ensure that no-one becomes a victim of bullying. A person may be vulnerable to bullying because of their age, physical appearance, nationality, colour, sex, sexual orientation, gender reassignment, religion or belief, culture or learning difficulty, disability, home circumstances or because they are new in the School, appear to be uncertain or have no friends. They may also become a target because of an irrational decision by a bully.
- 8.4 The expectation of all members of the School community is that:
 - 8.4.1 everyone will uphold the School rules;
 - 8.4.2 a pupil or a member of staff or volunteer who witnesses or hears of an incident of bullying will report it in accordance with the terms of this policy;
 - 8.4.3 reports and allegations of bullying will always be followed up; and
 - 8.4.4 no-one will tolerate unkind actions or remarks or stand by when someone else is being bullied.
- 8.5 In School:

- 8.5.1 discriminatory and offensive words and behaviour are treated as unacceptable;
- 8.5.2 positive attitudes are fostered towards people with any protected characteristic including those who are disabled and towards ethnic, religious, cultural and linguistic groups within and outside the School;
- 8.5.3 positive attitudes are fostered towards gender and sexuality differences through the curriculum and tutorials; and
- 8.5.4 incidents of bullying which are based on protected characteristics will be distinguished in the School's records.

8.6 **Proprietor**

- 8.6.1 The Proprietor has overall responsibility for promoting and safeguarding the welfare of pupils at the School, ensuring that those in leadership and management positions actively promote pupil well-being. This includes ensuring that policies and procedures are in place and implemented effectively to:
 - (a) facilitate an inclusive environment where pupils can openly discuss bullying, without fear of further bullying;
 - (b) minimise the risk of bullying at the School so that pupils and staff feel safe and secure;
 - (c) intervene early in low-level disruption to prevent negative behaviours escalating;
 - (d) make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. (Pupils should refer to section 9 of this policy for guidance on how they can report concerns);
 - (e) deal swiftly with allegations and incidents of bullying at the School so that pupils and staff feel confident that all incidents will be dealt with appropriately; and
 - (f) consider incidences of sexual harassment in broad terms so that it is challenged in order to prevent the normalisation of behaviours which can provide an environment that may lead to sexual violence.

8.7 **Staff**

- 8.7.1 Through their training and experience, members of staff and volunteers are expected to promote an anti-bullying culture by:
 - (a) celebrating achievement;
 - (b) anticipating problems and providing support;
 - (c) adopting a proactive interactive approach to bullying by gathering intelligence about issues between pupils which might provoke conflict and developing strategies to prevent bullying occurring in the first place;
 - (d) disciplining perpetrators fairly, consistently and reasonably, taking into account any special educational needs or disabilities of the pupil, taking into account the motivations and any underlying safety concerns of the perpetrator and providing support as appropriate;

- (e) being alert to the fact that some victims, witnesses and perpetrators may themselves be vulnerable to bullying or harassment following any report of sexual violence or sexual harassment;
 - (f) making opportunities to listen to pupils;
 - (g) acting as advocates of pupils;
 - (h) exercising professional curiosity and knowing what to look for in order to detect abuse and to identify children who may be in need of help or protection;
 - (i) reporting concerning behaviour in accordance with the provisions outlined in this policy, adopting a "it could happen here" approach; and
 - (j) responding to allegations of bullying and informing the relevant Form Tutor(s) and/or Head(s) of Year if they are aware of an allegation.
- 8.7.2 Members of staff and volunteers are vigilant at all times including breaktimes but particularly:
- (a) at the start and end of the school day when pupils arrive and leave the site;
 - (b) before lessons;
 - (c) in the queue for the dining hall and in the dining hall itself;
 - (d) in School corridors; and
 - (e) on School transport / School trips.
- 8.7.3 Bullying is regularly discussed in relevant staff meetings including staff briefings in the Junior School and pastoral team meetings in Senior School. The result of these meetings is to feed back information about friendship patterns, particular incidents, any pupil who seems to be isolated, any growing "power base" and any known conflict between pupils so that strategies can be developed to prevent bullying incidents.

8.8 Pupils

- 8.8.1 All members of the School community have a responsibility to prevent such occurrences of bullying. It is important that pupils know that bullying will not be tolerated and this message must be reinforced frequently. All pupils must understand the School's approach and be clear about the part they can play to prevent bullying, including when they find themselves faced with the choice of being an "upstander" rather than a "bystander". In addition to this Anti-bullying policy, the School has developed tailored pupil guidance for Junior School and Senior School pupils respectively on what constitutes bullying and how pupils will be supported. Please refer to Appendix 2 (Senior School Pupils - Anti-Bullying guidance) and Appendix 3 (Junior School Pupils - Anti-bullying guidance).
- 8.8.2 Through the School's pastoral care systems, pupils are informed and taught that bullying will not be tolerated in the School. They are encouraged:
- (a) to celebrate the effort and achievements of others;

- (b) to hold and promote positive attitudes;
- (c) to feel able to share problems with staff;
- (d) to turn to someone they trust, if they have a problem;
- (e) not to feel guilty about airing complaints;
- (f) to be kind, considerate and tolerant towards others;
- (g) to be aware of the impact their behaviour can have on others;
- (h) to challenge their peers if they are unkind to others;
- (i) to openly discuss differences between people that could motivate bullying;
- (j) to celebrate the diversity of others;
- (k) to use technology safely and securely and to be aware of the risks and impact of the use of technology and generative AI tools on themselves and others; and
- (l) to bring any instance of bullying to the attention of staff as soon as practicable.

8.8.3 Measures are taken throughout each year to educate pupils about bullying and this policy, using age-appropriate concepts. These measures include:

- (a) The personal development and/or PSHE curriculum includes lessons on bullying;
- (b) the School community will challenge stereotypical opinions so negative views are not perpetuated e.g. misogyny or misandry;
- (c) anti-bullying posters placed around the School;
- (d) anti-bullying messages are given in assemblies, via Form Tutors and Heads of Year;
- (e) once a year the School holds an anti-bullying week;
- (f) online safety is a key aspect of all areas of the curriculum. Parents are informed about online safety issues and the School's strategies to safeguard pupils through correspondence. See the School's Online Safety Policy for further information about the School's online safety strategy, including its approach to filtering and monitoring and the use of generative AI, regular reinforcement of the anti-bullying messages in form, house and whole school assemblies and via the Form Tutor; and
- (g) anti-bullying messages are delivered through the School Council, pastoral systems such as buddies and Pastoral Prefects; the house system (in the Junior School); the Computing curriculum; projects, drama, stories, literature, with contextual discussion of current affairs and of differences between people and the importance of avoiding prejudice-based language.

- 8.8.4 The School recognises that children with special educational needs and disabilities and certain medical or physical health conditions can face additional safeguarding challenges, including the potential to be disproportionately impacted by behaviours such as peer group isolation bullying, without outwardly showing any signs. The School will consider extra pastoral support for pupils with special educational needs and disabilities, as required.

8.9 Parents

- 8.9.1 The School will take active measures to promote an anti-bullying culture and make it clear to parents that bullying amongst pupils or towards staff will not be tolerated by the School.

9 Reporting concerns

- 9.1 A pupil who is being bullied, or who is worried about another pupil being bullied, whether in School or outside of School (including cyber bullying), should tell someone without delay and can do so in several ways. They can:

- 9.1.1 tell their parents, Form Tutor, Head of Year, the Wellbeing Support team or any member of staff or volunteer at the School or responsible older pupil;
- 9.1.2 contact the NSPCC Helpline (0808 800 5000) or Childline (0800 1111);
- 9.1.3 for pupils in the Junior School, including in EYFS, by using the 'feelings boxes'.

9.2 Parents

- 9.2.1 Parents who are concerned that their child is being bullied should inform their child's Form Tutor without delay, including via email, the School reception or via the pupil planner in respect of Junior School pupils.

9.3 Staff

- 9.3.1 A member of staff or volunteer who learns of alleged bullying behaviour should:
- (a) respond quickly and sensitively by offering advice, support and reassurance to the alleged victim;
 - (b) listen carefully and keep an open mind;
 - (c) not ask leading questions;
 - (d) reassure the child but not give a guarantee of confidentiality; and
 - (e) report the allegation to the pupil's Head of Year in respect of Senior School pupils or the Form Tutor or the EYFS Lead in respect of Junior School pupils as soon as possible.
- 9.3.2 The relevant staff member at paragraph 9.3.1(e) must inform the Deputy Head of the Junior School or Headmaster of the Junior School in respect of Junior School pupils or the Assistant Head (Pastoral) in respect of Senior School pupils and contact the relevant Form Tutor to agree on a strategy for dealing with the matter.
- 9.3.3 If the alleged bullying behaviour raises a safeguarding concern, the matter should be reported in accordance with the School's Safeguarding and Child Protection Policy and procedures before further investigation is carried out. In

the case of bullying potentially involving harmful sexual behaviours, staff will follow guidance set out in Part 5 of KCSIE.

- 9.3.4 This policy focuses mainly on the bullying of pupils by pupils (i.e. child-on-child) although it is recognised that a staff member could be a victim of and on occasion may be perceived to be the perpetrator of bullying behaviour. The bullying of staff, whether by pupils, parents or other colleagues, is unacceptable. Staff members who are concerned about being bullied or harassed should refer to the School's Staff Handbook. Pupils and parents who feel that a member of staff is bullying should report this in accordance with the procedures set out above.

10 Why incidents might not be reported

- 10.1 There are many reasons why a pupil who has suffered bullying may be reluctant to report it. These may include, but are not limited to:

- 10.1.1 they won't believe me because the person I am complaining about is popular and I am not, and I will become even more unpopular;
- 10.1.2 the things they are saying and doing are too embarrassing to discuss with an adult;
- 10.1.3 I will lie low and not draw attention to myself;
- 10.1.4 this is a normal part of growing up and going to school.

- 10.2 There are also reasons why a pupil who has witnessed or learned of bullying behaviour may not want to make a report. They may think:

- 10.2.1 it is "snitching" and I will become unpopular;
- 10.2.2 it is not my concern anyway;
- 10.2.3 I don't like the victim and I would find it embarrassing to be associated with them.

- 10.3 Any of these responses would be contrary to the School's culture. When the School implements this policy it encourages every pupil (and their parents) to understand that:

- 10.3.1 every complaint of bullying will be taken seriously;
- 10.3.2 members of staff and volunteers will deal with a complaint correctly and effectively in accordance with their experience and the training they have received;
- 10.3.3 there is a solution to nearly every problem of bullying;
- 10.3.4 a pupil who complains will receive support and advice and in many cases the problem can be dealt with on a no-names basis;
- 10.3.5 the primary aim will be for the bullying to cease, not the punishment of the perpetrator of bullying unless this is necessary;
- 10.3.6 the School may need to support the perpetrator of bullying as well so it can address the causes of bullying behaviour.

11 Assessment of concerns

- 11.1 The School will investigate and act upon all reports of bullying and it is essential that pupils have the confidence that all allegations of bullying are taken seriously and acted upon. In the Senior School the pupil's Head of Year and in the Junior School the pupil's Form Tutor will normally see the victim to gain an understanding of their feelings and wishes (unless the case is very serious). Witness reports may also form an initial view of the allegation. When investigating an allegation of bullying the assessment will consider:

11.1.1 Was there **intent** (on purpose)?

11.1.2 Was there **hurt**? (physical or emotional)

11.1.3 Was there **repetition**? (has this happened before or has it been going on for a while)?

Was there **power imbalance**? (is the perpetrator using their position, strength or perceived vulnerability of the victim to target or hurt)?

11.1.4

11.1.5 the nature of the incident(s): physical? sexual? verbal? exclusionary? etc

11.1.6 is it a "one-off" incident involving an individual or a group?

11.1.7 is it part of a pattern of behaviour by an individual or a group?

11.1.8 has physical injury been caused?

11.1.9 who should be informed: Headmaster or Headmaster of the Junior School? Parents? the School's Designated Safeguarding Lead? Children's social care? The police?

11.1.10 can the alleged perpetrator of bullying be questioned without disclosing the victim's identity?

11.1.11 what is the likely outcome if the allegation proves to be correct?

- 11.2 At this stage, the possible outcomes for an incident which is not too serious may include:

11.2.1 there has been a misunderstanding which can be explained sympathetically to the alleged victim with advice to the alleged perpetrator of bullying; or

11.2.2 the complaint is justified in whole or in part, and further action will be needed.

- 11.3 If at any stage the alleged bullying behaviour raises a safeguarding concern, the School's Safeguarding and Child Protection Policy and procedures should be followed before further investigation is carried out. This will always be the case where consensual or non-consensual sharing nude or semi-nude images or videos / sexting (including digitally manipulated or AI-generated nude or semi-nude imagery) or other harmful sexual behaviours are involved. Where bullying allegedly involves youth produced sexual imagery, staff will not view or forward sexual imagery reported to them and will follow the School's policy on sharing consensual or non-consensual nude and semi-nude images as set out in Appendix 1 of the School's Safeguarding and Child Protection Policy and procedures.

- 11.4 Otherwise, in cases where the relevant staff member referred to at paragraph 11.1 above believes that serious bullying behaviour has occurred involving a pupil or has recurred after warnings have been given to the perpetrator of bullying they will refer the matter to the Assistant Head (Pastoral) and Deputy Head of the Senior School in respect of Senior School pupils and the Deputy Head of the Junior School in respect of Junior School pupils.
- 11.5 The Assistant Head (Pastoral) or Deputy Head of the Junior School, as appropriate, will:
- 11.5.1 interview the alleged victim, perpetrator of bullying and any witnesses separately, in order to establish the facts of the case. They may decide to ask another senior member of staff to be present; and
 - 11.5.2 send a summary of their findings to the Headmaster or the Headmaster of the Junior School and other relevant staff.
- 11.6 Together with the Headmaster, the Headmaster of the Junior School, the Assistant Head (Pastoral) or Deputy Head of the Junior School, as appropriate, will decide on the action to be taken in accordance with this policy.
- 11.7 The Assistant Head (Pastoral) or Deputy Head of the Junior School, as appropriate, will notify the parents of the victim and perpetrator of bullying giving them details of the case and the action being taken. Such action may include further investigation and action in accordance with the School's Behaviour Policy.

12 Response to concerns

- 12.1 When a complaint of bullying behaviour is upheld, the range of responses may include one or more of the following:
- 12.1.1 consideration as to whether the bullying incident should be addressed as a safeguarding concern and if so, the School's Safeguarding and Child Protection Policy and procedures will be followed;
 - 12.1.2 advice and support for the victim and, where appropriate, establishing a course of action to help the victim, including support from external services where appropriate;
 - 12.1.3 advice and support to the perpetrator of bullying in trying to change their behaviour. This may include clear instructions and a warning or final warning;
 - 12.1.4 consideration of the motivation behind the bullying behaviour and whether external services should be used to tackle any underlying issues of the perpetrator of bullying which contributed to the bullying behaviour. If these considerations give rise to safeguarding concerns relating to the bullying, the School's child protection procedures will be followed;
 - 12.1.5 a supervised meeting between the perpetrator of bullying and the victim to discuss their differences and the ways in which they may be able to avoid future conflict (only with the victim's express agreement);
 - 12.1.6 a disciplinary sanction against the bully, in accordance with the School's Behaviour Policy. In a very serious case or a case of persistent bullying, a pupil may be suspended (temporarily exclusion) from school or required to leave the School permanently (removal) in accordance with the School's behaviour policy. Any disciplinary action will be applied fairly, consistently and reasonably,

taking into account any special educational needs or disabilities and the needs of vulnerable pupils;

- 12.1.7 action to break up a "power base";
 - 12.1.8 confiscation of mobile electronic devices, increased monitoring procedures or limiting access to the School's internet and email facilities if cyberbullying (see also the School's ICT Acceptable Use Agreements for Junior School and Senior School pupils);
 - 12.1.9 moving either the perpetrator of bullying or victim to another House (Junior School only) or form group after consultation with the pupil, their parents and the relevant staff;
 - 12.1.10 involving children's social care or the police;
 - 12.1.11 notifying the parents of one or both pupils about the case and the action which has been taken;
 - 12.1.12 notifying external agencies where appropriate;
 - 12.1.13 such other action as may appear to the Head to be appropriate.
- 12.2 The position should be monitored for as long as necessary thereafter. Action may include:
- 12.2.1 sharing information with some or all colleagues and with relevant pupils in the Form / Year / House so that they may be alert to the need to monitor certain pupils closely;
 - 12.2.2 ongoing counselling and support;
 - 12.2.3 vigilance;
 - 12.2.4 mentioning the incident at meetings of staff; and
 - 12.2.5 reviewing vulnerable individuals and areas of the School.

13 Supporting those severely impacted by bullying

- 13.1 The School recognises that removing bullied pupils from school is disruptive and can make it difficult to reintegrate. The School understands in some circumstances, however, the consequences of being bullied may have had a severe impact on a pupil's social, emotional or mental health and may have impacted seriously on a pupil's ability to learn.
- 13.2 The School will do all that is reasonably possible to ensure bullied pupils continue to attend school and maintain their educational progression by putting in place proportionate short term alternative on-site provision plans where necessary.
- 13.3 The School will consider the nature and level of support required on a case by case basis. Support may include asking the pastoral team to provide support, providing specialist wellbeing support, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).

- 13.4 If the pupil is considered to have significantly greater difficulty learning than the majority of those the same age because of the impact of the bullying, the School will consider whether the pupil will benefit from being assessed for special educational needs.

14 Training

14.1 Staff

14.1.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff (including Governors) and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles especially:

- (a) having an understanding of the groups who may be more vulnerable to bullying;
- (b) awareness of the risk and indications of bullying, and how to deal with cases;
- (c) mental health first aid or wellbeing training; and
- (d) awareness of the risks of child-on-child abuse including sexual violence and sexual harassment and how bullying may give rise to safeguarding concerns.

14.1.2 The level and frequency of training depends on role of the individual member of staff.

14.1.3 The School maintains written records of all staff training.

14.2 Pupils

14.2.1 The School emphasises with older pupils the role which is expected of them in setting a good example and being helpful to younger pupils and each other.

14.2.2 In the Senior School prefects receive training on recognising bullying behaviour and ensuring that they use their position effectively and mental health first aid training is available to Senior School pupils to help support peers and anti-bullying initiatives.

14.2.3 In the Junior School, prefects, house captains and play leaders receive training on recognising bullying and ensuring that they use their position effectively.

15 Risk assessment

15.1 Where a concern about a pupil's welfare is identified, the risks will be assessed and appropriate action will be taken to reduce them. The format of any such risk assessment may be a stand-alone document or recorded on the School's electronic safeguarding management system (CPOMS). It may vary and may be included as part of the School's overall response to a welfare issue and include the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the format used, the School's approach to promoting pupil welfare will be systematic and pupil focused.

15.2 The Headmaster has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored, evaluated and reviewed.

- 15.3 Day to day responsibility to carry out risk assessments under this policy will be delegated to Jess Watson (DSL) or Felicity Hughes (Junior School DDSL) who have been properly trained in, and tasked with, carrying out the particular assessment.

16 Record keeping

- 16.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.
- 16.2 School staff maintain records of the welfare and development of individual pupils. Every complaint or report of bullying is recorded centrally on CPOMS and monitored to enable patterns to be identified, both in relation to individual pupils and across the School as a whole and to evaluate the effectiveness of the School's approach.
- 16.3 The DSL (Jess Watson – Senior School) or DDSL (Felicity Hughes-Junior School) maintain a centralised record of all allegations or reports of bullying, including details of those involved and the action taken.
- 16.4 The DSL (Jess Watson – Senior School) or DDSL (Felicity Hughes-Junior School) will monitor the centralised record of bullying incidents on a regular basis to identify patterns in behaviour and the effectiveness of the School's anti-bullying procedures.
- 16.5 The records created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School will use personal data. The School's approach to data protection compliance is set out in the School's Data Protection Policy. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy; this includes the School's Data Protection Policy: practical guidance for staff and the information security policy.

17 Version control

Date of adoption of this policy	March 2026
Date of last review of this policy	February 2026
Date for next review of this policy	September 2026
Policy owner (SLT)	Jed Boardman (Senior School Deputy Head) Felicity Hughes (Junior School Deputy Head)
Policy owner (Proprietor)	Board of Governors

Appendix 1 Cyberbullying: guidance for pupils

- 1 The Department for Education's guidance [Preventing and tackling bullying](#) (DfE, July 2017) states that "*The rapid development of, and widespread access to, technology has provided a new medium for "virtual" bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click*".
- 2 Cyberbullying is bullying that takes place using technology.
 - 2.1 It can take the form of many behaviours including:
 - a) harmful messages (text, instant, multimedia, email)
 - b) impersonating another person online
 - c) sharing private messages
 - d) uploading photographs or videos of another person that leads to shame and embarrassment
 - e) creating hate websites / social media pages
 - f) excluding people from online groups.
- 3 Pupils should remember the following:
 - 3.1 use the security settings when using technology;
 - 3.2 regularly change your password and keep it private;
 - 3.3 always respect others - be careful what you say online and what images you send;
 - 3.4 think before you send - whatever you send can be made public very quickly and could stay online forever;
 - 3.5 if you or someone you know are being cyberbullied, tell someone. You have the right not to be harassed or bullied online. Tell an adult you trust - your parents, any member of staff or volunteer, or a helpline such as the NSPCC Helpline (0808 800 5000) or ChildLine on 0800 1111;
 - 3.6 don't retaliate or reply online;
 - 3.7 save the evidence - learn how to keep records of offending messages, pictures or online conversations. Ask someone if you are unsure how to do this. This will help to show what is happening and can be used by the School to investigate the matter;
 - 3.8 block the bully. Most social media websites and online or mobile services allow you to block someone who is behaving badly;
 - 3.9 don't do nothing - if you see cyberbullying going on, support the victim and report the bullying.
- 4 You may find the following websites helpful:

- 4.1 <http://www.childnet.com/young-people>
 - 4.2 <https://www.thinkuknow.co.uk/>
 - 4.3 <https://www.childline.org.uk/Explore/Bullying/Pages/online-bullying.aspx>
 - 4.4 <https://www.saferinternet.org.uk/advice-centre/young-people>
 - 4.5 <https://www.childnet.com/resources/smartie-the-penguin>
 - 4.6 <https://www.ceop.police.uk/Safety-Centre/How-can-CEOP-help-me-YP/>
 - 4.7 <https://www.bbc.com/ownit>
 - 4.8 <https://www.theproudtrust.org/>
- 5 Please see the School's ICT Acceptable Use Agreements for Junior School and Senior School pupils which sets out the School rules about the use of technology including mobile electronic devices. Internet safety measures (including use of filters and monitoring of usage and mobile technology) are set out in the School's Online Safety Policy.
- 6 For further information and guidance about cyberbullying and e-safety, please see the Department of Education's Advice for parents and carers on cyberbullying (DfE, November 2014).

Appendix 2 Senior School pupils - Anti-bullying guidance for Senior School pupils

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. At this School, bullying in any form will not be tolerated.

Bullying is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender or sexual orientation.

Bullying can happen outside school hours and away from the school site. It may involve sending messages or making phone calls intended to offend or upset another person.

Cyberbullying is bullying that occurs online, usually on social networking sites, and may involve sending images or posting them on websites or social media, intended to hurt or humiliate someone.

Cyberbullying will be treated just as if the bullying occurred face-to-face in school.

Pupils should always bring bullying to the attention of an adult.

All School staff must respond to allegations of bullying and inform the relevant Form Tutors or Heads of Year when this happens.

The School will try to reconcile perpetrator and victim, and help them both to move forward, but it will also deal with the perpetrator by using the full range of sanctions, up to and including permanent exclusion.

The School recognises the seriousness of bullying, and its potential to cause significant psychological damage. The School will never tolerate child-on-child abuse or pass it off as banter or part of growing up.

What will the School do?

In serious cases, the parents of the perpetrator and the victim will be informed, and the bully's parents will be asked to come into school for a meeting.

Victims of bullying will receive support and help to develop strategies for dealing with bullying and their feeling and wishes will be considered before any adjustments or sanctions are imposed.

The School will look at why the perpetrator is behaving like this and how they can be helped to avoid such behaviour in future.

The School will usually try to reconcile perpetrator and victim and help them both move forward, but with all things considered deal with the perpetrator appropriately.

Any disciplinary action taken against the perpetrator aims to help the pupils recognise the seriousness of their behaviour and others can see that bullying is not acceptable. Afterwards, there will be a "follow-up" to check that the victim feels safe and that the bullying behaviour towards them has stopped. The School takes all allegations of bullying seriously. If the School feels that a criminal offence may have been committed, assistance from the police will be sought.

Appendix 3 Junior School pupils - Anti-bullying guidance for pupils

What is bullying?

Bullying is when someone keeps being unkind several times on purpose to another person. Bullying often happens when one person or group has more power than another, such as being stronger, more popular, or having control over others. It can hurt their body or their feelings. Bullying is never okay.

Important things to remember:

- Bullying can happen because someone looks different, believes different things, or because of who they are.
 - Bullying can happen outside school too. It can be in messages or phone calls meant to upset someone.
 - Cyberbullying is bullying online, on social media, when gaming or using websites. It can include sending mean messages or pictures to hurt someone. Cyberbullying is treated the same as bullying in school.
-

What should you do?

- You can tell any adult if you see or experience bullying. Your class teacher, Miss Hughes and Mrs Robinson are all here to help. You could use the feelings box if you're worried about speaking up. Getting help is never 'snitching'.
-

What will the school do?

- Teachers will take bullying seriously and make sure it stops.
- We will talk to everyone involved to help make the situation better.
- The person who was bullying will have help to understand bullying is not okay. This might include working with a grown up, as well as time out or other consequences.
- The person who was bullied will get help and support to feel safe again.
- We may need to speak with parents too.
- We will check later to make sure the bullying has stopped.
- If something very serious happens, other experts might be asked to help.