

HANDEL HOUSE SCHOOL
Northholme, Gainsborough, Lincs. DN21 2JB
Telephone 01427 612426



ANTI-BULLYING POLICY

This policy which applies to the whole school including the Early Years Foundation Stage (EYFS) is available on the school website and upon request from the school office.

Document Details

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Responsible Person	Headteacher/Proprietor
EYFS Responsibility	Early Years Manager

1. POLICY STATEMENT

Handel House School is committed to providing a safe, caring, inclusive and respectful environment in which every pupil and member of staff is able to learn, work and participate fully in school life without fear of bullying, harassment, intimidation or discrimination. Bullying is unacceptable at Handel House School. The School expects all members of its community to treat one another with dignity, kindness and respect. We seek to prevent bullying through positive relationships, effective supervision, education, pastoral care, PSHE, assemblies and by encouraging pupils to speak openly about concerns. Where bullying is reported or suspected, the School will respond **promptly, sensitively, fairly and proportionately**. The School will seek to establish what has happened, support those affected, address the behaviour and take appropriate action to prevent recurrence. The School recognises that bullying may occur face-to-face, online, inside or outside school, and may involve pupils, staff, parents/carers or other members of the wider school community. The School will not dismiss bullying as “banter”, a joke or simply “children being children”.

2. LEGISLATION AND GUIDANCE

This policy has regard to, and should be read alongside, the following legislation, statutory guidance and relevant guidance in force at the time of review:

- **Education (Independent School Standards) Regulations 2014**, particularly Part 3, paragraph 10 concerning the prevention of bullying;
- **Equality Act 2010**, including the protected characteristics and the school's duties concerning discrimination, harassment and victimisation;
- **Children and Families Act 2014**, including duties concerning children and young people with SEND;
- **Keeping Children Safe in Education 2026 (KCSIE)**;
- **Working Together to Safeguard Children 2026**;

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- **Preventing and tackling bullying**, Department for Education;
- current Department for Education guidance concerning **bullying and harassment of school staff**;
- current Department for Education guidance concerning online safety and mobile phones in schools;
- the **SEND Code of Practice: 0 to 25 years**;
- relevant Independent Schools Inspectorate/Ofsted inspection guidance and the Independent School Standards currently in force.

The Department for Education's current bullying guidance was updated in July 2026 and incorporates advice concerning supporting pupils who are bullied. The former separate DfE advice for school staff on cyberbullying has been removed because it has been replaced.

KCSIE 2026 is statutory guidance and came into force on 1 September 2026.

Working Together to Safeguard Children 2026 is statutory multi-agency safeguarding guidance and emphasises inclusive, anti-discriminatory practice and the need to challenge discrimination.

3. RELATED SCHOOL POLICIES

This policy should be read in conjunction with:

- Safeguarding and Child Protection Policy;
- Behaviour Management Policy;
- SEND Policy;
- Single Equality Policy;
- Complaints Policy;
- Staff Code of Conduct;
- Low-Level Concerns Policy;
- Whistleblowing Policy;
- Online Safety Policy;
- ICT Acceptable Use Policy;
- Mobile Phone and Smart Technology Policy;
- Relationships and Sex Education Policy;
- PSHE Policy;
- Mental Health and Wellbeing Policy;
- Staff Wellbeing arrangements;
- Restrictive Physical Intervention/Use of Force arrangements;
- Educational Visits and Off-Site Activities Policy, where relevant.

4. SCOPE OF THE POLICY

This policy applies to:

- all pupils;
- all teaching and support staff;
- the Headteacher/Proprietor;
- the Early Years Manager;
- volunteers;
- students and pupils on placement;
- supply staff and visiting professionals;
- contractors where appropriate;
- parents and carers in relation to their conduct towards pupils, staff and other members of the school community.

The policy applies to behaviour:

- on school premises;

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- during lessons and breaks;
- during school trips, residential visits and activities;
- during travel arranged by the school;
- during school-related events;
- online where the behaviour affects the school community or the welfare of a pupil or member of staff;
- outside school where there is a clear connection with the school, school activities or the welfare of a member of the school community.

5. RESPONSIBILITY

Overall responsibility for implementation of this policy rests with the **Headteacher/Proprietor**. The **Early Years Manager** has day-to-day responsibility for behaviour and anti-bullying matters within the EYFS, working with the Headteacher as required. All members of staff have a responsibility to:

- model respectful behaviour;
- challenge inappropriate or discriminatory language and behaviour;
- take reports of bullying seriously;
- act promptly when concerns arise;
- report concerns appropriately;
- safeguard pupils where bullying may indicate a wider welfare concern;
- record significant incidents accurately;
- follow up concerns appropriately.

No member of staff should ignore suspected bullying.

6. WHAT IS BULLYING?

For the purposes of this policy, bullying is behaviour which intentionally causes another person physical or emotional harm, distress, humiliation, fear or intimidation and which is repeated over time **or is a single serious incident with the potential to cause significant harm**. Bullying may involve an actual or perceived **imbalance of power** between the person or group displaying the behaviour and the person experiencing it. Bullying may be:

- physical;
- verbal;
- emotional or psychological;
- relational or social;
- discriminatory or prejudice-based;
- sexual;
- online/cyber;
- a combination of these.

Bullying may be carried out by an individual or by a group. A pupil does not have to experience repeated incidents before the School takes action. A single serious incident will be dealt with appropriately, whether or not it meets the formal definition of bullying. Similarly, isolated incidents of unkindness, disagreement or conflict may not constitute bullying but will still be addressed in accordance with the Behaviour Management Policy. Repeated incidents which initially appear to be isolated acts of unkindness may, when considered together, constitute bullying. The School will therefore consider the **pattern, context, impact and circumstances** of behaviour rather than relying solely on whether the behaviour has happened a particular number of times.

7. TYPES OF BULLYING

Bullying can take many forms.

Physical bullying

Handel House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Including:

- hitting;
- kicking;
- pushing;
- tripping;
- deliberate physical intimidation;
- damaging or taking possessions;
- threatening physical violence.

Verbal bullying

Including:

- name-calling;
- insults;
- threats;
- humiliating comments;
- repeated teasing;
- mocking;
- deliberately hurtful comments;
- discriminatory language.

Emotional and psychological bullying

Including:

- deliberately excluding someone;
- intimidation;
- humiliation;
- manipulation;
- threatening behaviour;
- deliberately causing fear or distress;
- spreading malicious rumours.

Social or relational bullying

Including:

- deliberately excluding someone from friendship groups or activities;
- encouraging others not to associate with someone;
- manipulating friendships;
- encouraging others to isolate another pupil;
- deliberately damaging someone's reputation.

Cyberbullying

Bullying carried out using digital technology, including:

- mobile phones;
- messaging services;
- email;
- social media;
- online gaming;
- photographs or videos;
- group chats;
- websites;

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- other digital platforms or communication technology.

The School may take action where online behaviour takes place outside School but has a clear impact upon pupils, staff or the wider school community.

Prejudice-based and discriminatory bullying

Bullying may be motivated by prejudice or hostility towards a person's actual or perceived characteristics. This may include behaviour related to:

- race;
- colour;
- nationality or ethnic origin;
- religion or belief;
- sex;
- sexual orientation;
- gender reassignment;
- disability;
- age, where relevant;
- pregnancy and maternity, where relevant.

The school will also take seriously bullying relating to characteristics or circumstances which are not protected characteristics under the Equality Act 2010, including:

- appearance;
- body shape;
- family circumstances;
- being a young carer;
- adoption or care experience;
- additional learning needs;
- academic ability;
- speech or communication difficulties;
- friendship groups;
- socioeconomic circumstances;
- perceived difference.

8. SEXUAL HARASSMENT AND SEXUALISED BEHAVIOUR

Sexual harassment and sexualised behaviour are not acceptable. This may include:

- sexual comments or jokes;
- sexualised name-calling;
- unwanted comments about someone's body;
- unwanted touching;
- sexualised gestures;
- sharing sexual images or material;
- online sexual harassment;
- pressuring another pupil to engage in sexualised behaviour.

Such behaviour will be dealt with under the School's safeguarding procedures where appropriate and may also be dealt with under the Behaviour Management Policy and/or other relevant policies. Where behaviour indicates that a child may be at risk of harm, the DSL must be informed without delay.

9. BULLYING AND SAFEGUARDING

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Bullying is not automatically a child protection matter. However, bullying may be a safeguarding concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. A bullying incident must be referred to the DSL where it involves, for example:

- serious or repeated physical violence;
- significant threats;
- sexual harassment or sexual violence;
- serious discriminatory abuse;
- serious online abuse;
- coercive or controlling behaviour;
- self-harm or significant emotional distress;
- threats to harm oneself or another person;
- exploitation;
- behaviour suggesting that a pupil may be experiencing harm outside school;
- any other circumstance in which a member of staff has a safeguarding concern.

Staff must follow the **Safeguarding and Child Protection Policy** and report concerns to the DSL or Deputy DSL without delay. KCSIE 2026 requires staff to act promptly where they have safeguarding concerns and reinforces the importance of accurate safeguarding records, including actions, decisions, rationale and outcomes. Where necessary, the School will seek advice from or refer concerns to the appropriate safeguarding partners or emergency services in accordance with current local arrangements. Current contact details will be maintained within the school's Safeguarding and Child Protection Policy and safeguarding contact information rather than duplicated throughout this policy.

10. REPORTING BULLYING

Handel House is a **“TELLING SCHOOL”**. This means that telling a trusted adult about bullying is not “telling tales” or “snitching”. It is an important way of helping to keep someone safe. A pupil may report bullying to:

- their class teacher;
- any member of staff;
- the Headteacher;
- the Early Years Manager;
- the DSL or Deputy DSL;
- another trusted adult in school.

Pupils should be encouraged to continue reporting concerns if the problem does not stop. Parents and carers are encouraged to report concerns promptly to the school. Staff must report suspected bullying to the appropriate member of the school's leadership/safeguarding team.

11. HOW HANDEL HOUSE SCHOOL RESPONDS

Every allegation or report will be considered on its individual circumstances. The School will seek to establish:

1. What happened?
2. Who was involved?
3. When and where did it happen?
4. Who witnessed or may have relevant information?
5. What was the impact on the pupil or other person?
6. Was the behaviour repeated or part of a wider pattern?
7. Was there an imbalance of power?
8. Was the behaviour discriminatory or prejudice-based?
9. Does the matter raise a safeguarding concern?
10. Are there SEND, communication, developmental or other individual factors that need to be considered?
11. What action is required to keep everyone safe?

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12. What support is required?
13. How will the situation be monitored and reviewed?

The School will listen to all relevant accounts and avoid making assumptions before the facts have been established. The purpose of investigation is to establish the facts, understand the behaviour and its impact, and decide what action is appropriate. The School will **not require a pupil to admit that they are a “bully”** before action is taken.

12. INITIAL RESPONSE

Where a concern is raised:

- the immediate safety and wellbeing of those involved will be considered;
- the matter will be reported to the Headteacher/appropriate senior member of staff;
- the DSL will be informed where safeguarding concerns arise;
- relevant information will be recorded;
- the pupil experiencing bullying will be given an opportunity to speak privately with a trusted adult;
- other pupils and witnesses may be spoken to as appropriate;
- the pupil alleged to have displayed bullying behaviour will be given a fair opportunity to give their account;
- parents/carers will be involved where appropriate.

Where immediate action is necessary to protect a pupil, the school will take that action before completing the wider investigation.

13. INVOLVING PARENTS AND CARERS

Parents/carers will be informed where this is appropriate and proportionate. The School will normally involve parents/carers where:

- bullying is serious;
- behaviour is repeated or forms a pattern;
- there is a significant impact upon a pupil;
- safeguarding concerns exist;
- discriminatory or prejudice-based behaviour is involved;
- physical violence or threats have occurred;
- sexual harassment or sexualised behaviour is involved;
- online behaviour is causing significant concern;
- additional support or intervention is required.

There is no automatic requirement for parents to be informed about every minor disagreement or isolated incident. The decision to involve parents will be based upon professional judgement, the seriousness and context of the incident, the welfare of the children involved and any safeguarding considerations. Where parents have raised a concern, the School will communicate appropriately regarding the action being taken, while respecting the confidentiality of other pupils.

14. SUPPORT FOR THE PUPIL EXPERIENCING BULLYING

The School recognises that the impact of bullying may continue after the behaviour itself has stopped. Support may include:

- providing a trusted adult;
- regular check-ins;
- increased supervision;
- friendship support;

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- helping the pupil identify safe places and people;
- supporting confidence and self-esteem;
- PSHE or pastoral intervention;
- reasonable adjustments where appropriate;
- SEND-informed support;
- communication with parents/carers;
- referral to appropriate external support where necessary.

The pupil's views should be sought and taken into account. The School will avoid placing responsibility on the victim to resolve the bullying.

15. SUPPORT AND INTERVENTION FOR PUPILS DISPLAYING BULLYING BEHAVIOUR

The School will hold pupils accountable for their behaviour while recognising that children may require support to understand and change their behaviour. Intervention may include:

- discussion with a trusted adult;
- reflection and restorative work where appropriate;
- teaching alternative ways of managing conflict;
- emotional regulation support;
- PSHE intervention;
- behaviour support;
- SEND assessment or consideration of additional needs;
- parental involvement;
- monitoring;
- sanctions under the Behaviour Management Policy.

The School will distinguish between the **child and the behaviour**. The expectation is that behaviour must change and that the pupil should be helped to understand the impact of their actions.

16. SANCTIONS

Bullying will be dealt with in accordance with the **Behaviour Management Policy**. Sanctions will be:

- proportionate;
- reasonable;
- age-appropriate;
- developmentally appropriate;
- consistent;
- informed by the circumstances of the incident;
- mindful of SEND and other relevant individual factors.

Possible responses may include:

- verbal correction;
- reflection;
- restorative action;
- apology where appropriate and genuinely meaningful;
- loss of a privilege;
- parental involvement;
- behaviour monitoring;
- individual behaviour support;
- other sanctions identified in the Behaviour Management Policy;
- suspension or permanent exclusion in the most serious circumstances, where lawful and appropriate.

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A sanction is not intended to be the sole response to bullying. Support, education and follow-up are also important.

17. BULLYING INVOLVING STAFF

Handel House School expects all staff to be treated with courtesy, dignity and professional respect. Bullying, harassment, intimidation, threatening behaviour or abusive conduct towards staff by:

- pupils;
- parents/carers;
- colleagues;
- visitors;
- contractors;
- or other members of the school community

will be taken seriously. Where a pupil is responsible, the Behaviour Management Policy may apply. Where a parent/carer is responsible, the school may use the appropriate parental communication, complaints, conduct or site-access arrangements. Where the concern involves a member of staff, the matter will be managed through the appropriate staff procedures, including the Staff Code of Conduct, Low-Level Concerns Policy, disciplinary procedures or Whistleblowing Policy as appropriate. The Department for Education published specific guidance on preventing and tackling bullying and harassment of school staff in July 2026. Although the guidance is not specifically directed at independent schools in every respect, its principles provide useful guidance for Handel House School in protecting staff and maintaining respectful professional relationships.

18. ONLINE AND CYBERBULLYING

The School recognises that online behaviour can have a significant effect upon pupils and staff. Online bullying may include:

- abusive or threatening messages;
- exclusion from online groups;
- spreading rumours;
- posting humiliating material;
- sharing photographs or videos without consent;
- impersonation;
- creating fake accounts;
- encouraging others to target someone;
- discriminatory or hateful language;
- repeated unwanted contact;
- threats or intimidation.

The School will respond to online bullying where it affects the welfare of pupils or staff or has a clear connection with the School community. The School will work with parents/carers and, where necessary, external agencies. Pupils are encouraged to:

- save evidence where safe to do so;
- avoid responding to abusive messages;
- block or report users where appropriate;
- tell a trusted adult;
- report concerns promptly.

The School's Online Safety Policy provides further information about filtering, monitoring, acceptable use, reporting mechanisms and safeguarding escalation.

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19. MOBILE PHONES AND SMART TECHNOLOGY

The School's approach to mobile phones and other smart technology is set out in the **Mobile Phone and Smart Technology Policy** and Behaviour Management Policy. From 1 September 2026, Schools are expected to follow statutory Department for Education guidance requiring a policy that prohibits the use of mobile phones throughout the school day, including lessons, between lessons, breaktimes and lunchtime. Where mobile phones or smart technology are used to facilitate bullying, the matter will be addressed under the relevant school policies and may also constitute a safeguarding concern.

20. PREVENTION

Handel House recognises that prevention is more effective than relying solely upon sanctions. The School promotes positive relationships through:

- PSHE;
- assemblies;
- RSE;
- citizenship education;
- literature and drama;
- discussions about difference and diversity;
- friendship and relationship work;
- teaching emotional literacy;
- teaching conflict resolution;
- encouraging empathy;
- promoting positive role models;
- pupil voice;
- effective supervision;
- staff training;
- positive reinforcement of good behaviour.

Bullying and respectful relationships will be addressed through the curriculum and wider School life in an age-appropriate manner.

21. PUPIL VOICE

Pupils should have regular opportunities to express their views about:

- friendships;
- behaviour;
- bullying;
- feeling safe;
- inclusion;
- online behaviour;
- areas of school where they may feel vulnerable.

This may take place through:

- class discussions;
- PSHE;
- assemblies;
- pupil leadership;
- informal conversations;
- pupil questionnaires;
- individual conversations with trusted adults.

Pupil views will be considered when reviewing the effectiveness of anti-bullying measures.

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22. STAFF TRAINING AND AWARENESS

All staff will be made aware of this policy as part of induction and through appropriate ongoing training. Staff should understand:

- the School's definition of bullying;
- how to recognise signs of bullying;
- how bullying may present in different age groups;
- prejudice-based bullying;
- online bullying;
- safeguarding implications;
- the school's reporting procedures;
- recording requirements;
- how to support pupils experiencing bullying;
- how to respond to pupils displaying bullying behaviour;
- when to involve the DSL.

Staff should also understand that children with SEND or communication difficulties may experience or communicate bullying differently and that reasonable adjustments may be necessary.

23. EARLY YEARS FOUNDATION STAGE

The principles of this policy apply to the EYFS in an age-appropriate way. Young children are taught to:

- be kind;
- share;
- take turns;
- respect others;
- recognise when behaviour is hurtful;
- seek help from adults;
- respect personal space and possessions;
- understand that everyone is different.

Staff will recognise that repeated aggressive, excluding or hurtful behaviour in the EYFS may be linked to developmental stage, communication difficulties, unmet needs or other factors. Such behaviour will nevertheless be addressed promptly. Parents/carers will be involved where repeated or significant concerns arise. The Early Years Manager will oversee EYFS behaviour matters, with the Headteacher involved where concerns are serious, repeated or raise safeguarding issues.

24. SUPERVISION

Staff will provide appropriate supervision of pupils during:

- breaktimes;
- lunchtimes;
- arrival and departure;
- transitions;
- school trips;
- activities away from the classroom;
- other times identified as requiring additional supervision.

Staff should remain alert to less visible forms of bullying, including:

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- exclusion;
- friendship manipulation;
- whispered comments;
- discriminatory language;
- intimidation;
- online behaviour;
- behaviour which occurs in less supervised areas.

Where patterns are identified, the School will consider whether changes to supervision or organisation are necessary.

25. RECORDING INCIDENTS

Significant bullying incidents and allegations will be recorded. Records should be sufficiently detailed to demonstrate:

- date and time;
- persons involved;
- witnesses;
- location;
- nature of the concern;
- type of behaviour;
- whether prejudice or discrimination was involved;
- whether the incident occurred online;
- pupil accounts;
- staff involved;
- impact upon the pupil;
- safeguarding considerations;
- whether the DSL was informed;
- action taken;
- parents/carers informed;
- support offered;
- sanctions or interventions;
- follow-up arrangements;
- review dates;
- outcome;
- date the matter was closed.

Where the matter is a safeguarding concern, the safeguarding recording system must also be used. Records must be factual, professional and objective. Information about other pupils must not be unnecessarily disclosed to parents.

26. FOLLOW-UP AND REVIEW

A bullying matter should not automatically be regarded as closed when the initial incident has been dealt with. The School will consider whether follow-up is required. Follow-up may include:

- checking on the pupil's wellbeing;
- monitoring relationships;
- speaking with staff;
- reviewing behaviour;
- communicating with parents;
- checking that agreed actions have worked;
- reviewing supervision arrangements;
- further support or intervention.

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The length and frequency of monitoring will depend upon the seriousness and circumstances of the incident.

27. MONITORING AND EVALUATION

The Headteacher/Proprietor will monitor the effectiveness of this policy. Monitoring may include:

- review of bullying records;
- analysis of patterns and trends;
- review of discriminatory incidents;
- review of online incidents;
- safeguarding audits;
- pupil voice;
- parent feedback;
- staff feedback;
- review of interventions and outcomes;
- review of incidents involving staff;
- consideration of whether particular groups of pupils are disproportionately affected.

The School will use the information gathered to identify any necessary changes to:

- supervision;
- curriculum provision;
- pastoral support;
- staff training;
- behaviour management;
- safeguarding arrangements;
- online safety arrangements.

The policy will be formally reviewed at least annually and sooner if legislation, statutory guidance, inspection requirements or school circumstances change.

28. INSPECTION AND ASSURANCE

Handel House School will maintain sufficient evidence to demonstrate that:

- bullying is prevented wherever possible;
- allegations are taken seriously;
- incidents are investigated appropriately;
- safeguarding concerns are escalated;
- discriminatory and prejudiced behaviour is challenged;
- pupils experiencing bullying receive appropriate support;
- pupils displaying bullying behaviour receive appropriate intervention;
- parents are involved where appropriate;
- incidents are recorded;
- follow-up takes place;
- leaders monitor the effectiveness of the school's approach.

The September 2026 inspection arrangements for non-association independent schools specifically identify bullying, harassment and discriminatory/prejudiced behaviour as matters which inspectors may request information about.

29. COMPLAINTS

Parents and pupils are encouraged to raise concerns promptly with the School. Where a parent or pupil believes that a concern about bullying has not been addressed appropriately, the school's **Complaints Policy** should be

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followed. The School will not prevent a person from making a complaint because they have raised an allegation of bullying. Complaints will be handled confidentially, fairly and in accordance with the School's published Complaints Policy and applicable statutory requirements.

30. OUR MESSAGE TO PUPILS

WE ARE A “TELLING SCHOOL”

If something is happening that makes you or someone else feel:

UNSAFE→UNHAPPY→WORRIED→LEFT OUT→FRIGHTENED→THREATENED→HURT

TELL SOMEONE.

You can tell:

- your teacher;
- the Headteacher;
- the Early Years Manager;
- another member of staff;
- a trusted adult.

If someone tells you that they are being bullied:

LISTEN→BE KIND→DON'T JOIN IN→TELL AN ADULT.

Telling someone about bullying is **not telling tales**.

It is helping to keep someone safe.

POLICY REVIEW

Policy: Anti-Bullying Policy

Version: V3

Effective from: September 2026

Next review: September 2027

Earlier review: If legislation, statutory guidance, inspection requirements or school circumstances change.

Authorised by:

Mr Mark Raisborough
Headteacher/Proprietor

Signature: *M.Raisborough*

Date: 02/09/2026

Parents Information Sheet

What is Bullying?

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally"

It is important to know that anyone can be the target of bullying. Very often bullying takes place because of difference or a 'perceived' difference. This can be for lots of reasons such as age, disability, gender, race, religion/ belief and sexual orientation

Bullying can be:

Physical Bullying

kicking, hitting, taking things, sexual assault

Verbal Bullying

name calling, shouts of abuse, using threatening language

Indirect Bullying

spreading rumours, being excluded from groups, intimidation, writing on walls

Cyber Bullying

nasty text messages, emails, phone calls and through wide use of technology

Bullying is not when two people have a disagreement or fall out over something. It is usually...

S Several

S Start

T Times

T Telling

O On

O Other

P Purpose

P People

What are the Signs?

Look for changes in your child:

Avoiding school
Appearing frightened of the journey to and from school
Deterioration in their work
Anxious, moody, withdrawn, quiet
Seeming unhappy but refuse to say why
Complaining of headaches, stomach aches or other illnesses
Having nightmares or sleeping difficulties
Arriving home hungry
Asking for extra money

Have you noticed them coming home with:

Torn clothes
Missing or damaged possessions
Unexplained cuts/bruises

How can you help?

*Give reassurance to your child (this is not their fault)
*Talk calmly about what is happening (even though you may feel upset yourself)
*Listen and take what is said seriously
*Makes notes of what has happened (who, what, when, where)
*Keep your child involved - it is important that they know what is happening and have a say. *Encourage them to report incidents to a teacher
*Talk to the school



Talking to school

Schools must have an anti-bullying policy that addresses all forms of bullying. It will make clear the measures that can be taken to respond effectively to bullying incidents whether inside or outside school. Schools have the power to impose a range of sanctions against pupils who are involved in bullying incidents outside school. The policy must include measures to be taken with a view to "encouraging good behaviour and respect for others on the part of pupils and, in particular, in preventing all forms of bullying among pupils" Schools have a duty to work with other agencies to safeguard and promote the well-being of pupils.

- Tell the school about the incident
- Arrange a meeting with school staff
- Explain why you want the appointment so that they can investigate before the meeting
- Give as much detail of the incident as you can – time, location, what happened, names of those involved including 'witnesses'.

It is important to record as much detail as possible straight after the incident as it is easy to get confused, upset or forget the sequence of events. Young children in particular will find it difficult to remember the detail of an incident after quite a short time.

If you want to have a confidential conversation with an independent body before taking any action you can ring Parentline Plus or Kidscape

Parentline Plus
www.parentlineplus.org.uk
www.besomeonetotell.org.uk Tel: 0808 800 2222
Kidscape advice line
08451 205 204 (10am-4pm weekdays)

Bullying Incident Recording Form

Date/time of incident	
Children involved (including bystanders)	
Where incident took place (playground, classroom, etc)	
Type of bullying (physical, verbal, indirect, cyber)	
Form of bullying (racist, religious, cultural, sexual, SEN/disability based, homophobic, biphobic, transphobic, related to home circumstances etc)	
Brief summary of incident (Also keep record of witness statements)	
Member/s of staff reported to/witnessed by	
Impact of incident	
Action taken	
Follow up action (including dates)	
Signed (name)	