



Anti-Bullying Policy

Pikemere School

2025

This Anti-Bullying Policy in respect of Pikemere School has been discussed and adopted by the Governing Board

Chair of Governing Board:

Mrs K Hulson

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Agreed and ratified by the Governing Board on:

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Contents:

Statement of intent

1. Legal framework
2. Definitions
3. Types of bullying
4. Roles and responsibilities
5. Statutory implications
6. Our Approach
7. Signs of bullying
8. Staff principles
9. Child on child abuse
10. Cyberbullying
11. Procedures
12. Sanctions
13. Support
14. Follow-up support
15. Bullying outside of school
16. Record keeping
17. Monitoring and review

Statement of intent

Pikemere School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Positive Behaviour and Relationships Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- Positive Behaviour and Relationships Policy
- Child Protection and Safeguarding Policy
- Searching, Screening and Confiscation Policy
- Relationships and Health Education Policy

2. Definitions

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.

- Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+, or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

3. Types of bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Exclusion
- Online (cyberbullying)

There can be many reasons that people may be bullied, some of which include:

- Having a disability
- Having a learning difficulty or long term health condition
- Appearance
- Level of affluence
- Religion or beliefs
- Sexual orientation
- Gender identity

4. Roles and responsibilities

The governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.

The headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Ensuring that all reported incidents are recorded on CPOMS, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.
- Corresponding and meeting with parents where necessary.
- Providing a point of contact for pupils and parents when more serious bullying incidents occur.

Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the pupil's heads of year of such observations.
- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

Parents are responsible for:

- Informing their child's teacher if they have any concerns that their child is the victim of bullying or involved in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying.

5. Statutory implications

The school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

6. Our Approach

Our approach to prevent bullying has three parts:

1. **Prevention** of bullying is the most essential component of our approach to anti-bullying. This is achieved through the following:
 - Explicit teaching of our school values and reinforcement via Class Dojo
 - Clear rules: Be Respectful, Re Responsible, Be Ready which are known and understood by all children and staff
 - Assemblies, information and posters shared by our Safeguarding Champions
 - Anti-bullying week
 - No Outsiders
 - Our PSHE and RHE curriculum
 - Cyber Bullying aspect of our Computing curriculum
2. **Intervention** is targeted specifically to the individuals involved in a case of bullying. The tools used work to provide children with a solution-focussed method to bring bullying to an end quickly. This involves adult-facilitated conversations with the victim, perpetrators and bystanders and is designed to empower children to reflect on their actions and feelings, both of themselves and others. Where intervention takes place, parents of the victim and perpetrator are informed. All conversations with children and parents are recorded on CPOMs.
3. Ongoing **Monitoring** is carried out by members of our Senior Leadership Team. This involves monitoring the prevalence of bullying incidents within school as well as analysing findings from pupil, staff and parent surveys. The teaching staff, with support from the headteacher or SLT, will deal with the issue. This may also involve counselling and support for the victim, and consequences for the offender. Time is spent talking to the child who has carried out the bullying, explaining to them why their action was wrong and how they should conduct themselves in future. It may be necessary for school to contact external agencies for further support. All members of staff follow the behaviour policy and procedures with regard to behaviour management and understand the must report any concerns to the behaviour team or a member of the SLT. Teachers and teaching assistants use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour.

7. Signs of bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Cuts or bruises
- Lack of appetite

- Unwillingness to use the internet or mobile devices
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.

Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to them becoming more easily aggravated
- They have been the victim of abuse
- Their academic performance has started to fall and they are showing signs of stress

If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's class teacher, who will investigate the matter and monitor the situation.

8. Staff principles

The school will ensure that prevention is a prominent aspect of its anti-bullying vision.

Staff will treat reports of bullying seriously and will not ignore signs of suspected bullying. Staff will act immediately when they become aware of a bullying incident. Unpleasantness from one pupil towards another will always be challenged and will never be ignored.

Staff will always respect pupils' privacy, and information about specific instances of bullying is not discussed with others, unless the pupil has given consent, or there is a safeguarding concern. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.

Follow-up support will be given to both the victim and perpetrator in the months following an incident to ensure all bullying has stopped.

9. Child on Child abuse

The school has a zero-tolerance approach to all forms of child on child abuse, including sexual harassment and sexual violence.

To prevent child on child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons, in line with the Prevention section of this policy.

All staff will be aware that pupils of any age and gender are capable of abusing their peers. Staff will take all instances of child on child abuse equally seriously regardless of the characteristics of the perpetrators or victims, will never tolerate abuse as "banter" or "part of growing up", and will never justify sexual harassment, e.g. as "boys being boys", as this can foster a culture of unacceptable behaviours.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children's social care services (ChECS) where the DSL deems this appropriate in the circumstances.

The school's Child on child Abuse Policy outlines the school's stance on addressing child on child abuse, including sexual abuse, and the procedures in place will be adhered to if any

instances are uncovered or disclosed. More information on the school's approach to preventing and managing instances of child on child abuse can be found within this policy and the Child Protection and Safeguarding Policy.

10. Cyberbullying

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook
- Use of AI technology to create offensive or derogatory material about another person

NB. The above list is not exhaustive, and cyberbullying may take other forms.

The school has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in section 12 this policy if they become aware of any incidents.

All members of staff will receive training on an annual basis on the signs of cyberbullying, in order to identify pupils who may be experiencing issues and intervene effectively.

Many of the signs of cyberbullying will be similar to those found in the 'Signs of bullying' section of this policy; however, staff will be alert to the following sign that may indicate a pupil is being cyberbullied:

- Avoiding use of the computer

Staff will also be alert to the following signs which may indicate that a pupil is cyberbullying others:

- Avoiding using the computer or turning off the screen when someone is near
- Acting in a secretive manner when using the computer
- Spending excessive amounts of time on the computer

Parents will also be offered advice in the form of safeguarding messages in the school newsletter or School Gateway in order to educate them on the signs and symptoms of

cyberbullying. They will be advised to report to the headteacher if their child displays any of the signs outlined in this section.

Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

- **Possible extensive scale and scope** – pupils may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online
- **The anytime and anywhere nature of cyberbullying** – pupils may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times
- **The person being bullied might not know who the perpetrator is** – it is easy for individuals to remain anonymous online and on social media, and pupils may be bullied by someone who is concealing their own identity
- **The perpetrator might not realise that their actions are bullying** – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to pupils crossing boundaries without realising
- **The victim of the bullying may have evidence of what has happened** – pupils may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with section 13 and section 14 of this policy.

Procedure

Any alleged incidents of bullying are first of all reported to a member of SLT (Headteacher, Deputy Headteacher or SENDCO), who will take the following action:

1. The SLT member will speak to the alleged victim to ascertain when and how often the bullying has taken place and the form that it has taken. They will then decide if it is bullying or a conflict or fight between children.
2. All cases that fulfil the criteria for bullying are dealt with in a systematic way and all children involved will be spoken to individually. Eg alleged bully/bullies and bystanders. All conversations are conducted in a non-confrontational way. Eg, conversations with the alleged bully/bullies may start off with the question, “Do you know why X may be feeling upset at playtimes?” This gives the children involved chance to talk about what may have gone wrong and the adults chance to see if this is a true case of bullying or as simple as a clash in personalities.
3. After this, all those children who were involved in the bullying (but not the victim) meet together as a group where they agree on how they will change their behaviour. Support for the victim is also identified during their meeting with the SLT member.
4. Follow up discussions with all students take place after an agreed amount of time to make sure that the situation is improving for the victim. All adults in school, including Teaching assistants and staff on duty and break or lunchtimes are asked to monitor the behaviour of the children involved.
5. All adults at the school have received basic awareness training about bullying and will report any concerns to a member of the safeguarding team.

6. Parents of all those involved in a bullying situation are notified by the SLT member. However, discussions are primarily held between adults at the school and the children.

Due to the potential for some specific forms of bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

11. Sanctions

If the SLT member is satisfied that bullying has taken place, the perpetrator will be helped to understand the consequences of their actions and warned that there must be no further incidents. They will inform the perpetrator of the type of sanction to be used in this instance and future sanctions if the bullying continues.

If possible, the SLT member will attempt reconciliation and will obtain an apology from the perpetrator. This will either be in writing to the victim, and/or witnesses if appropriate, or face to-face, but only with the victim's full consent. Discretion will be used here; victims will never feel pressured into a face-to-face meeting with the perpetrator.

Parents are informed of bullying incidents and what action is being taken.

All staff involved in managing instances of bullying will be aware that taking disciplinary action and providing support are not mutually exclusive actions, and should be conducted simultaneously to encourage more positive behaviour in future.

The school will remain cognisant of the fact that continued access to school can be important for rehabilitation of harmful behaviour, and will not exclude pupils unless as a last resort – where there have been serious or consistent incidents of bullying, the school will act in line with the Exclusion Policy.

12. Support

In the event of bullying, victims will be offered the following support:

- Emotional support and reassurance from the class teacher and other trusted adults
- Reassurance that it was right to report the incident and that appropriate action will be taken
- Liaison with their parents to ensure a continuous dialogue of support
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff
- Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online

The headteacher will carefully consider in each instance of bullying that is handled whether it is appropriate to split up the victim(s) and perpetrator(s), e.g. preventing them working together in class or sharing spaces where possible, and will split up other harmful group dynamics to prevent further occurrences where necessary.

The appropriate staff will work with the victim to build resilience, e.g. by offering emotional therapy.

13. Follow-up support

The progress of both the perpetrator and the victim will be monitored by their class teachers. One-on-one sessions to discuss how the victim and perpetrator are progressing may be appropriate, as may be follow-up correspondence with parents after the incident.

Pupils who have been bullied will be offered continuous support. The victim will be encouraged to tell a trusted adult in school if bullying is repeated.

Pupils who have bullied others will be supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents

Pupils who have been bullied will be assessed on a case-by-case basis and the DSL will, if necessary, refer the victim of bullying to CAMHS.

14. Bullying outside of school

Staff will remain aware that bullying can happen both in and outside of school, and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy.

The headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

15. Record keeping

The Headteacher and DSL will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions.

The headteacher and DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.

- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.

16. Monitoring and review

This policy is reviewed every three years by the headteacher and the DSL. Any changes to this policy will be communicated to all relevant stakeholders.