



Emanuel School

Anti-Bullying Policy



Anti-Bullying Policy

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1. Introduction

Emanuel School’s community is built on the principles of respect, kindness and fair treatment. The school takes bullying very seriously as it can have a lasting and harmful impact on the mental health, emotional wellbeing and sense of identity of the person being bullied. Bullying can also have profound negative consequences for the individual responsible and for those who witness it (bystanders).

Bullying is behaviour that the school will not tolerate under any circumstances. It is important that all pupils at Emanuel feel safe and confident coming to school, enabling them to succeed in every aspect of school life, free from intimidation or fear.

It is important to understand, in some cases, a bullying concern may escalate into a safeguarding concern and will be treated as such by the school. A bullying incident will be treated as a safeguarding concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. Any form of ‘child on child abuse’ must never be tolerated and staff should be mindful that it may constitute a safeguarding concern. As outlined in *Keeping Children Safe in Education* child-on-child abuse should never be tolerated or dismissed as “banter”, “just having a laugh” or “part of growing up”.

Everyone is encouraged to speak out to report any concerns about bullying, knowing they will be listened to and that the issue will be promptly investigated.

Bullying can also occur outside the school, such as through mobile phones, the internet and other wireless technologies, or off the premises, including on the way to and from school. In these instances, the school will continue to follow its established procedures.

The school recognises that the friendships and relationships among young people can be very dynamic and often lead to disagreements. While these conflicts are unfortunate, if there is no clear evidence of bullying, the school will adopt a variety of approaches to help support the pupils involved, including empowering them to take an active role in finding a resolution.

Pupils, staff and parents all have an important part to play in preventing bullying and online bullying, and this extends to situations where they may be bystanders. Through school assemblies and life education lessons, pupils learn tolerance and mutual respect and the part they can play in preventing

bullying. They also learn how to respond to a bullying incident and how to take action as a bystander to help stop it. Pupil voice is crucial in ensuring matters related to race, gender and sexuality continue to be actively discussed and addressed within school.

Assault, theft, hate crime, sexual harassment, sexual violence, discrimination and victimisation as well as repeated harassment or intimidation, anything where bullying has criminal intent, may trigger a threshold referral. Through regular safeguarding training, all staff are made aware of the importance of reporting any incident, including the threshold for referring any instances of bullying to external agencies. Where necessary, contact is made with the local authority to seek further advice or make a referral.

Bullying, or cyberbullying, is not a specific criminal offence in UK law, however harassment, malicious communications, stalking, threatening violence, and incitement are all crimes. There are a range of laws that criminalise activity that may be related to cyberbullying, including discrimination, harassments and threats. These laws include Equality Act 2010, Protection from Harassment Act 1997, the Communications Act 2003, Computer Misuse Act 1990, Criminal Justice and Courts Act 2015, Protection of Children Act 1978 and Criminal Justice Act 1988.

Where a pupil has experienced sexual harassment or abuse at school, or an adult needs emotional support or advice, the NSPCC helpline 'Report Abuse in Education' is available: 0800 136 663 (Monday to Friday 8am – 10pm or 9am – 6pm at the weekend) or help@nspcc.org.uk.

If staff feel an offence has been committed, the police or social care services will be informed.

Emanuel School's aims are:

- to create an environment in which incidents of bullying are brought to the school's attention;
- to prevent, de-escalate and/or stop any continuation of harmful behaviour.
- to react to bullying incidents in a reasonable, proportionate and consistent way.
- to safeguard the pupil who has experienced bullying and to offer support, understanding and guidance;
- to make the perpetrator understand the consequences of their act and where appropriate, be involved in the solution, for instance following the process of restorative justice; while ensuring they are supported and are able to make better decisions in the future. Disciplinary sanctions apply where appropriate in line with the school's *Behaviour Policy*.

The school follows DfE guidance on the prevention of bullying contained in Preventing and Tackling Bullying (2017), DfE [Cyberbullying: Advice for Headteachers and Staff \(2014\)](#) and The Independent School Standards Regulations (2014). It should also be read in conjunction with Keeping Children Safe in Education (2024) and Working Together to Safeguard Children (2023), The Equality Act (2010), and Sexual Violence and Sexual Harassment in Schools and Colleges (2021).

2. Definition of Bullying

Bullying is when others make a pupil feel threatened, unsafe, unhappy or when someone deliberately goes out of their way to threaten, frighten, abuse, humiliate or hurt someone else. Taunting, name calling as well as damaging a person's property, clothing or schoolwork are all forms of bullying, as is ganging up on someone or isolating them. Bullying:

- is deliberately hurtful behaviour; a misuse of power.
- is often repeated over a period of time, so that it not only causes distress at the time, but the threat of future attacks also causes distress. However, a standalone incident can still be deemed as bullying and may be treated as such.
- is action taken to intentionally hurt another pupil or group physically and emotionally (which may cause psychological damage) and is often motivated by prejudice against particular groups, for example on the grounds of race, religion, culture, sex, sexual orientation, gender, special educational needs and disability or because a child is adopted or is a carer.
- can happen anywhere and at any time and can involve anyone: pupils, other young people, staff and parents.

- leaves the person being bullied powerless to resist.

A person of any age may be the perpetrator, or the person being bullied.

3. Forms of Bullying Behaviour

Bullying may take many different forms including:

- **Physical:** e.g. hitting, kicking, pushing, intimidating behaviour or interference with personal property (including any threat of or use of violence of any kind).
- **Verbal:** Name calling, insulting another person's friends or relations, repeated teasing or ridiculing someone else including making racist, religious, cultural, homophobic or transphobic remarks including insulting remarks about someone being or perceived to be lesbian, gay, bisexual, transgender, gender-questioning or remarks about disability.
- **Non-verbal:** E.g., making negative, hurtful or insulting physical gestures towards a person, invading personal space after being asked to move or step away.
- **Sexual:** e.g. unwanted/inappropriate physical contact or sexual innuendo (including the sharing of nudes/semi-nudes)
- **Exclusion:** Deliberately leaving someone else out of a game or conversation, spreading nasty rumours about someone else, ignoring them.
- **Cyberbullying:** Use of information and communication technologies to deliberately and repeatedly upset someone else; *please see the 'Cyberbullying' section below for more details.*
- **Initiation/hazing type violence and rituals:** Activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.
- **Prejudice-based:** Bullying is often motivated by prejudice against particular groups and may involve actions or comments regarding a person's race, religion, culture, gender, gender identity, sexual orientation, special educational needs or disabilities (SEND) or certain health conditions, or because of a child's familial circumstances, such as they are adopted, in care or that they have caring responsibilities. Examples include:
 - **Racist Bullying:** e.g. physical, verbal, written, online or text abuse or ridicule based on differences of race, skin colour, ethnicity, nationality, culture or language.
 - **Faith-based bullying:** e.g. negative stereotyping, name-calling or ridiculing based on religion.
 - **Cultural bullying:** e.g. mocking of beliefs or ideals.
 - **Sexist bullying:** e.g. use of sexist language or negative stereotyping based on sex.
 - **Homophobic/transphobic bullying:** e.g. name-calling, innuendo, negative stereotyping or excluding from activity based sexual orientation, gender identity or use of homophobic or transphobic language.
 - **SEN/disability bullying:** e.g. name-calling, negative stereotyping or excluding from activity based on disability, learning difficulties or additional needs.
 - **Able/talented bullying:** e.g. name-calling, innuendo, ostracism or negative peer pressure based on high level of ability or effort.

4. Signs of Bullying

Changes in behaviour that may indicate that a child is being bullied may include:

- unwillingness to attend/return to school and/or fear of the journey to and from school,
- frequent absence, erratic attendance or late arrival to class,
- frequent visits to the medical room with symptoms that may relate to stress or anxiety such as headaches or stomach aches,
- unexplained cuts, bruises and scratches,
- books, bags, money or other belongings suddenly go "missing", or are damaged,
- change to established habits (e.g. giving up music lessons, change to accent or vocabulary),
- an unusual request for extra pocket money or loss of money,
- choosing the company of adults rather than peers,

- failure to produce work or an unexpected decline in standards of work, or work that appears to have been copied, interfered with, or spoilt by others,
- difficulty in sleeping or experiencing nightmares,
- obvious distress or decline in cheerfulness but with reluctance to discuss this'
- displaying repressed body language and poor eye contact,
- talking of suicide or running away from home or school.

At school, staff may not notice these manifestations as quickly as parents will. The school therefore asks parents to contact the school immediately with concerns they might have. They are encouraged to:

- advise their child to talk to his/her form teacher or other trusted teachers.
- identify places together where bullying takes place and work out ways to avoid them.
- tell their child to travel to and from school with other pupils, if at all possible.
- tell their child not to attempt to buy the bullying person off with sweets or other 'presents' and to avoid giving the bully money.
- tell them not to fight the bullying person.
- work out a plan of action together. If the bullying is repeated, the plan must be followed and child must tell an adult that the bullying has recurred. In such cases it is advisable to keep a detailed record of any further incidents.

In the case of cyberbullying:

- It is also essential that parents inform the school if they are aware of any form of cyberbullying taking place between their child and (an)other pupil(s) of the Emanuel community.
- Please print off evidence from websites or screenshot as much of the evidence as possible or retain evidence from mobiles etc.
- Should the images be of an indecent nature containing young people under the age of 18, it is vital these are not shared with any other party. In these incidents, it may be necessary for external agencies, such as the police, to be involved.
- Additionally, parents should contact the mobile network, their internet service provider or their landline provider. Parents can invest in some parental control software to limit to whom their child can send messages or receive messages from. This software can also block access to some chat rooms.

5. Bullying and Child-on-Child Abuse

Safeguarding issues can manifest themselves via child-on-child abuse, one form of which is bullying, including cyberbullying. The DfE guidance *Keeping Children Safe in Education (2024)* makes clear that abuse should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

Child-on-child abuse may involve bullying (including cyberbullying), but can manifest itself in many ways, for example the different forms child-on-child abuse can take: sexual violence and sexual harassment (including upskirting); physical abuse; sexting (or youth produced sexual imagery); initiation ceremonies/hazing-type violence and rituals.

Allegations of child-on-child abuse should always be reported to the Designated Safeguarding Lead. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm." In these circumstances the procedures in the school's *Safeguarding and Child Protection Policy* will be followed and any such abuse will be referred to children's social care as appropriate.

6. Reporting Bullying

The school can deal only with incidents of bullying it knows about. Emanuel is a 'telling' school - in other words, pupils are urged to confide their worries and concerns to a friend, an adult, a teacher or a parent so that appropriate measures can be taken to stop bullying. Pupils can report any concerns

using the pastoral concerns button on Firefly. Concerns can be made anonymously and will be reviewed by the deputy head: pupils/designated safeguarding lead and the relevant head of section.

Pupils can also arrange to speak to a member of staff via the 'Want to Talk' button on Firefly. Staff should, however, be particularly alert to children who may be vulnerable and at risk from bullying and recognise changes in behaviour. Vulnerable pupils may include pupils with SEND, gender-questioning pupils or pupils with protected characteristics. In certain situations, a pupil with SEND or a pupil with protected characteristics could also be a perpetrator. The school also recognises that certain children may face additional barriers to reporting an incident of bullying because of their vulnerability, disability, sex, ethnicity and/or sexual orientation.

If parents have concerns, they should contact their child's form tutor or head of year.

Staff must report any alleged incident of bullying – in the first instance – to a pupil's form tutor, head of year and head of section. The nature of the pastoral structure is such that the tutor should be aware of early warning signs of unhappiness amongst their pupils. It also acts to foster an atmosphere of trust whereby pupils and parents/carers can approach tutors and heads of year at any time.

Any incident of bullying will be thoroughly investigated and followed up with sensitivity.

6.1 Guidance for Staff when a Pupil Reports a Bullying Incident

- Acknowledge that they have done the right thing to speak up and reassure them that they are not at fault, will be supported and kept safe.
- Listen carefully to their account of the incident.
- Avoid asking leading or suggestive questions.
- Take the report seriously and approach it with sensitivity.
- Offer reassurance to the victim, ensuring they do not feel embarrassed or ashamed.
- Avoid promising absolute confidentiality, but explain that the information will be shared with those who can help.
- Take accurate notes of the alleged incident(s) and pass these on to the form tutor, head of year and head of section.
- Provide practical help/support/advice and discuss possible courses of action with the victim. Encourage the pupil to allow you to inform the form tutor or any other trusted adult. Consult with the head of year or head of section as needed.
- Immediate action may be necessary, but it is advisable to wait until you have consulted with the form tutor or head of year regarding the appropriate course of action and who should take it.

7. Responding to Bullying Incidents

Everybody has a role to play in responding to a bullying situation. The school will address all incidents of bullying/cyberbullying that are reported or identified. Bullying and cyberbullying are often linked to discrimination and the school is prepared to address it appropriately.

Help will be provided as early as possible. The circumstances and individuals involved in any incident of bullying are always unique and whatever course of action taken depends on the professional judgement of those staff responsible for investigating any alleged incident.

Appropriate support for both the pupil being bullied and the person bullying is provided by pastoral staff, the school chaplain and school nurse, peer mentors or, if needs be, by a range of adult mediation services including the safe schools' police officer and the school counsellors. Where a pupil with SEND is involved as the initiator, it may be necessary to involve the SENDCo to explain the impact of their actions.

Restorative justice approaches which hold pupils to account for their behaviour and engage with them to agree actions to be taken to restore relationships and repair the harm caused are often used.

Pupils that have been bullied should feel safe and confident that there will not be a repeat incident, and that the school community has learnt from the incident. Where there is evidence of bullying behaviour, **appropriate sanctions** in line with the school's *Behaviour Policy* will be applied to ensure that the pupil carrying out the bullying takes responsibility for their actions, recognises the harm caused

and does not repeat the behaviour. The disciplinary measures will be applied fairly, consistently and reasonably taking into account the needs of vulnerable pupils. The school may exclude a pupil, either temporarily or permanently, in cases of serious or persistent bullying in line with the school's *Suspension and Exclusion Policy*.

When bullying comes to light, parents/carers are informed as early and as constructively as possible, whether their child is the one being bullied or the one doing the bullying. If the matter is serious or if the bullying continues, the parents will be invited in to discuss the matter including the appropriate sanctions under the *Behaviour Policy* and/or *Suspension and Exclusion Policy*.

Incidents of bullying including prejudice-based bullying are kept on a central record and every effort is made to monitor future progress once a course of action has been agreed. Records are kept evaluating the effectiveness of the approach adopted and to enable patterns to be identified so that we have a clear picture of bullying incidents throughout the school. These records are reviewed by the safeguarding team, pastoral committee and the safeguarding governor.

The school will respond to cyberbullying incidents as described in 'Responding to Cyberbullying Incidents'.

8. Cyberbullying

Cyberbullying (see definition in 'Forms of Bullying Behaviour') can affect all members of the school community. The research report [Key Attributes and Experiences of Cyberbullying among Children in the UK](#) (National Centre for Social Research) identified that motivations for children to engage in cyberbullying included a desire for power or control, social and peer pressure (including a desire to fit-in) and the normalisation of negative behaviours online. Reasons as to why children might be cyberbullied varied and ranged from perceptions of difference between children (based on factors including physical appearance, character or interests) to personal disagreements and relationship breakdowns.

The school plays a key role in equipping pupils with the underpinning knowledge and behaviours necessary to navigate the online world safely and confidently, regardless of the device, platform or app. For more information, please refer to the *Online Safety Policy/Life Education Policy*.

At Emanuel, there are clear policies governing the use of the internet in school. All communications through the school's network are monitored and the internet access is filtered. Pupils are expected to be familiar with and adhere to the rules outlined in the *Pupil Acceptable Use Agreement*.

8.1 Forms of Cyberbullying

The school acknowledges that cyberbullying may take many different forms. Childnet's cyberbullying guidance for schools (Cyberbullying: Understand, Prevent and Respond) categorises the forms that cyberbullying can take as follows:

- **Threats and Intimidation:** Threats can be sent e.g. by mobile phone/email/within online games and may include (sexual) violence, threats to disclose information about someone that may harm them or that they are not ready to share. (e.g. making someone's sexual orientation known when they may not feel ready for this).
- **Harassment or Stalking:** Examples include repeatedly sending unwanted text or instant messages or making phone calls (including silent calls); using public forums to repeatedly harass, or to post derogatory or defamatory statements; tracking someone's activity and collecting information about them; by pretending to be other people and 'friending' the person.
- **Vilification/Defamation:** Posting upsetting or defamatory remarks about an individual online, or name-calling, general insults, and prejudice-based bullying, for example sexist or racist messages.
- **Ostracising/Peer Rejection/Exclusion:** Intentionally leaving someone out of a group such as group messages, online apps, gaming sites and other online engagement.
- **Identity Theft/Unauthorised Access and Impersonation:** This is when someone will hack into someone's email or social networking account and use the person's online identity to send or post vicious or embarrassing material to/about others.

- **Publicly posting, sending or forwarding personal or private information or images** (including sharing nudes/semi-nudes)

Although cyberbullying is not a specific criminal offence, there are criminal laws (e.g. Malicious Communications Act 1988 and Communications Act 2003) that may apply to harassing or threatening communications, as well as the unauthorised publication and distribution of private images, deepfakes, upskirting, nudes/semi-nude images and sexting.

8.2 Responding to Cyberbullying Incidents/Allegations

The school will act as soon as possible a cyberbullying incident has been reported or identified. This will include providing appropriate support for the person who has been cyberbullied, stopping the incident from spreading and assist in removing material from circulation and working with the person who has carried out the bullying to ensure that this does not happen again.

In response to an allegation of cyberbullying, certain authorised staff are permitted to search pupils and their possessions including electronic devices, such as pupil's mobile phones, if they have reasonable grounds for suspecting that the pupil is in possession of a banned/illegal item. This search must be in line with procedures described in the *Searching and Confiscation Policy*.

Illegal activity includes indecent images of children, obscene content, hate crimes and incidents (including racist and homophobic material), stalking and harassment, threats of violence. Where the school considers that a reported incident of cyberbullying may amount to a criminal offence, it will inform the Police as soon as reasonably practicable. If an allegation includes the sharing of inappropriate images (or files) on electronic devices, including mobile phones, the procedure described in the *Online Safety Policy* will be followed by staff.

In the event that a search highlights a safeguarding concern in respect of any pupil, the school will consider the appropriate safeguarding response, following the procedures set out in the school's *Safeguarding and Child Protection Policy*.

8.3 Cyberbullying Advice for Pupils

The school makes sure that the pupils understand how to use technologies safely and know about the risks and consequences of misusing them, via their Computing lessons but also talks in Life Education, school assemblies, focus groups and presentations by outside speakers.

The school advises pupils never to reply to unpleasant emails or messages but tells them to keep the cyber bully's messages as evidence.

The school asks pupils to inform their tutor or another trusted adult about this bullying. They can also report any concerns by using the 'Reporting a Pastoral Concern' button on the Firefly dashboard. With cyberbullying, there is often the added apprehension that a child will no longer be allowed internet access or will have his / her mobile phone taken away if he / she reports the bullying.

Pupils are also made aware that it is illegal for individuals under the age of 13 to join social networking sites such as Facebook or Instagram.

The planned programme of Life Education and assemblies helps pupils to adjust their behaviour to reduce risks and build resilience. The risks posed by adults or young people who use the internet and social media to bully, groom, abuse or radicalise other people are discussed. Internet safety is integral to the school's Computing curriculum and *Online Safety Policy*.

The school will consider what action to take where cases of cyberbullying are brought to its attention. Bringing the school into disrepute or bullying on websites will result in behavioural sanctions in accordance with the *Behaviour Policy* and *Suspensions and Exclusions Policy*.

9. Preventative Measures

Emanuel School is committed to engendering respect, tolerance and understanding of the importance of caring for others as well as providing supportive pastoral care that nurtures health and wellbeing, emotional maturity and spiritual richness.

Emanuel School is committed to preventing and eliminating bullying through education and to be as pro-active as possible in creating a culture where bullying is not tolerated, where all members of the school treat each other with dignity and respect and that prevents bullying from becoming a problem at the school in the first place.

Preventative measures include:

- promoting an ethos of good behaviour where pupils and staff treat each other with respect at all times, inside and outside of school.
- sharing the school's *Anti-Bullying Policy* widely and actively with staff including as part of the induction programme.
- briefing pupils thoroughly on the school's expected standards of behaviour. They are told what to do if they encounter bullying including where they find themselves as bystanders.
- having zero tolerance for abusive, offensive, discriminatory and/or prejudice-based language.
- celebrating difference actively and visibly across the whole school.
- displaying advice on where pupils can seek help, including details of confidential helplines and websites where they can connect with external specialists such as ChildLine. Contact details are also set out in Appendix 2 of this policy.
- having a positive behaviour, discipline and rewards approach.
- having a strong and experienced pastoral team that supports the deputy head: pupils/designated safeguarding lead.
- The school counsellors are an important part of the school's pastoral support service, providing specialist skills of assessment and counselling and who are available to give confidential advice and counselling support to pupils.
- training all heads of year, deputy heads of section and heads of section in mental health first aid.
- training pastoral leaders in the *Girls on Board* approach.
- addressing incidents of child-on-child abuse and how staff should deal with and support disclosures in the school's annual safeguarding training.
- recognising that certain children may be more at risk of bullying than others and may require additional support when dealing with an incident of bullying, for example children with SEND, gender-questioning pupils or pupils with certain health conditions. As part of the school's wider safeguarding training, staff are briefed to be able to understand the specific needs of our pupils, and to enable all staff to provide an inclusive environment for all pupils.
- raising awareness of staff through continuing professional development and all staff are encouraged to be vigilant, as a matter of course, as they move around the school, paying particular attention to less public areas of the site both during and outside lesson times and before and after the school day. Vulnerable areas of the school may include quiet corridors and in the lunch queue.
- Reminding staff to be proactive at all times and especially when they are on duty.
- using opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying e.g. via the school assembly programme, team building away days or anti-bullying week.
- maintaining of detailed logs and records of bullying incidents that are reviewed and analysed for behavioural trends.
- using curriculum opportunities in subject areas, Life Education and chapel to discuss issues around diversity, draw out anti-bullying messages and develop social and emotional skills in areas such as empathy and management of feelings.
- using pupil voice through whole school pastoral surveys to inform the actions of the school.
- working with pupil groups to create resources for pupils and staff.
- using peer mentoring and school council to promote open and honest reporting and consultation in addition to anti-bullying questionnaires.

It is important to send a clear message that bullying will not be tolerated at Emanuel School and that, by working together to promote positive behaviour, respect for others and addressing all forms of bullying, Emanuel's community will be stronger and safer.

10. Staff Awareness and Training

The school raises awareness of this policy with staff through training including ensuring that staff:

- understand the principles of the policy including reporting and recording procedures,
- are aware of their legal responsibilities,
- take action to resolve and prevent problems, including online bullying,
- are aware of the sources of support that are available, to ensure understanding of the needs of pupils with protected characteristics and to support pupils with protected characteristics.

11. Complaints Procedure

Parents/carers are encouraged to follow the school's *Complaints Procedure* (which is published on the school website) if they feel that any concerns about bullying are not being addressed properly.

12. Monitoring and Recording

The school will record all incidents of reported bullying to support a robust approach to managing individual cases effectively, monitoring and evaluating effectiveness of the school's strategies and highlighting any necessary amendments.

13. Policy Review and Version Control

The policy will be reviewed annually by the deputy head: pupils/designated safeguarding lead, the Life Education subject leads and members of the school's pastoral committee. To evaluate the impact of prevention activities, at least every two years, a survey to measure the extent and nature of bullying in the school will be carried out as part of the wider-reaching pastoral survey.

The school welcomes feedback from parents/carers on the effectiveness of our preventative measures and all other aspects and implementation of this policy. Pupils are invited to give feedback informally through the form tutors and pastoral team, or formally through the school council.

Policy Owner	Deputy Head: Pupils/Designated Safeguarding Lead
Date of last review	March 2025
Approved by	Cabinet: 19 March 2025
Responsible Committee	Pastoral
Date of next review	Spring 2026

14. Related Policies and Documents

- Behaviour Policy
- Childnet | [Cyberbullying Guidance](#)
- Complaints Procedure
- DfE Preventing and Tackling Bullying (July 2017)
- DfE Keeping Children Safe in Education
- Learning Support and Special Educational Needs and Disabilities Policy
- Life Education Policy
- Mental Health and Wellbeing Policy
- Online Safety Policy
- Pastoral Policy
- Pupil Acceptable Use Policy
- Pupil Voice Policy
- Safeguarding and Child Protection Policy
- Searching and Confiscation Policy
- Suspension and Exclusion Policy

Appendix I Bullying Incident Report

This form should be completed by the relevant head of section or head of year via the Firefly form.

IMPACTED	
Name:	Form:
Date:	Reported by:
INITIATOR(S)	
Name(s):	Form(s):
DETAILS OF THE BEHAVIOUR AND INCIDENT:	
ACTION TAKEN:	
SANCTIONS ISSUED:	
DETAILS OF RESOLUTIONS:	
TYPE OF BULLYING:	
<ul style="list-style-type: none"> Bullying Cyberbullying Sexist Homophobic Racist Other 	

This form will be submitted to the deputy head: pupils/designated safeguarding lead.

Appendix 2 Supporting Resources and Organisations



This page contains a small selection of the many resources available for staff, parents and pupils.

Resources for Staff

Anti-Bullying Alliance (ABA) – [Sexual and Sexist Bullying: Developing Effective Anti-Bullying Practice](#)
Anti-Bullying Alliance (ABA) – [Free CPD Online Anti-Bullying Training](#)
Childnet – [Cyberbullying Guidance for Schools](#)
DfE [Cyberbullying: Advice for Headteachers and Staff \(2014\)](#)
DfE – [Preventing and Tackling Bullying](#) (July 2017)
[Girls on Board](#) (link to resources on Firefly)
Kidscape – [Advice for adults working with children](#)
McAfee – [Cyberbullying in Plain Sight](#) (August 2022)
NSPCC Podcast – [Anti-Bullying in Schools \(May 2019\)](#)
NSPCC – [Protecting Children from Bullying and Cyberbullying](#)
The Diana Award – [Anti-Bullying Resources](#) (incl. webinars)

Resources for Parents

[Barnardo's – Believe in Children](#)
Family Lives (Bullying UK) – [Advice for Parents](#)
Family Lives (Bullying UK) – [Confidential Helpline](#)
[Girls on Board](#) (link to resources on Firefly)
Kidscape – [Advice for Parents and Carers](#), [Parent Advice Line](#)
Mencap – [Advice and Support for Parents about Bullying](#)
NSPCC – [Bullying and Cyberbullying Advice for Parents/Carers](#)
Samaritans – [Support for Parents/Carers](#)
The Anti-Bullying Alliance (ABA) - [Advice for Parents and Carers](#), [Information Tool for Parents/Carers](#)
The Diana Award – [Advice for Parents/Carers](#)
YoungMinds – [Parents Guide to Support](#)

Resources for Pupils

Childline – [Bullying Support](#)
Childnet – [Help and Advice – Online Bullying \(11-18 year olds\)](#)
Family Lives (Bullying UK) – [Confidential Helpline](#)
Kidscape – [Advice for young people](#)
Mencap – [Advice and Support: Bullying at School](#)
The Anti-Bullying Alliance (ABA) – [If you are being bullied](#)
The Mix – [Essential Support for under 25s](#)
YoungMinds – [Bullying – A Guide for Young People](#)