



DANES EDUCATIONAL TRUST

ANTI-BULLYING POLICY

SCHOOL NAME

DET policy (School to adapt highlighted sections with school specific information- delete this note)

RESPONSIBILITIES	
To determine and approve policy and ensure compliance	Danes Educational Trust Board
To implement, deliver and comply	Headteacher
APPROVAL DATE	July 2025
COMMITTEE	Education Committee
DURATION	Annual
REVIEW DATE	Autumn 2026
TRUST / SCHOOL LEAD	Director of Education / Headteacher
As part of the review process, this policy/procedure has been subject to an Equality Impact Assessment.	



DANES EDUCATIONAL TRUST

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STATEMENT OF INTENT

Name of 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, e.g. 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 Behaviour 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. No form of bullying will be tolerated and all incidents will be taken seriously. Our policy has been developed in consultation from the [Anti-Bullying Alliance](#).

KEY CONTACTS

Name (Role) is the Senior Leader responsible for anti-bullying in our school.

Way to contact Leader included here

Add in any other key contacts for your 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 (2018) 'Mental health and wellbeing provision in schools'
- DfE (2024) 'Keeping children safe in education 2024'
- DCMS, DSIT, and UK Council for Internet Safety (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following policies:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Relationships and Health Education Policy (Primary)
- Relationships, Sex and Health Education (RSHE) Policy (Secondary)
- Suspension and Exclusion Policy
- Remote Education Policy

2. STATUTORY REQUIREMENTS

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

- Eliminate unlawful discrimination, harassment, including sexual 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.

The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously. The Headteacher will ensure that this policy complies with the HRA; the Headteacher understands that they cannot do this without fully involving their teaching staff.



Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment or intimidation, and hate crimes.

3. ROLES AND RESPONSIBILITIES

Trustees

Trustees hold Trust education leaders accountable for monitoring and reviewing this policy.

School staff

The Headteacher has overall responsibility for ensuring the anti-bullying policy is communicated to and followed by the whole school community so that it upholds its duty to promote the safety and well-being of all pupils. The Headteacher will ensure that consequences are applied fairly, consistently and reasonably to all cases. The Headteacher will nominate a member of the senior leadership team to take overall responsibility for anti-bullying as indicated at the start of this policy.

All school staff, both teaching and non-teaching (for example midday supervisors, caretakers, kitchen staff) have a duty to understand the school's definition of bullying, to report incidents of bullying, and to be vigilant to the signs of bullying. All school staff should understand their role in the school's measures to prevent and respond to bullying. We will endeavour to make sure all incidents are dealt with fairly and consistently, no matter the member of staff who deals with it.

Parents

Parents should become familiar with the school's definition of bullying, how to report suspected bullying and our approach to dealing with reports of bullying. They should look for potential signs of bullying in their child such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents should encourage their child not to retaliate but instead should support and encourage them to report the bullying. Parents can report an incident of bullying to the school either in person, or by phoning or emailing the school office to speak to a member of staff.

Pupils



Pupils should understand the roles that are often involved in bullying behaviour, and should not take part in any kind of bullying as a Ringleader, Assistant or Reinforcer. They should watch out for signs of bullying among their peers, and are encouraged to report any concerns or suspected bullying of a peer to a trusted adult. We encourage pupils to never be bystanders to incidents of bullying, but should offer support to the target and, if possible, help them to tell a trusted adult.

- **The ringleader** - Starting and leading the bullying but not always the person 'doing' the bullying.
- **The target** - The person who is being bullied.
- **Assistant(s)** - Actively involved in 'doing' the bullying.
- **Reinforcer(s)** - Supports the bullying, might laugh or encourage other people to carry on what is going on.
- **Defender(s)** - Stands up for someone being bullied. Knows that bullying is wrong and feels confident enough to do something about it. This might involve talking to an adult in school
- **Outsider(s)** - Ignores any bullying and doesn't want to get involved.

4. 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.
- **Harm/Hurtful:** The perpetrator hurts the person or people on the receiving end (physically, mentally or emotionally), and is generally targeted at a specific individual or group
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Some pupils are more at-risk of experiencing bullying due to attitudes others might have towards those who are different from themselves. These at-risk groups may include, but are not limited to:

- Pupils with Special Educational Needs and Disabilities (SEND)
- Pupils from socioeconomically disadvantaged backgrounds
- Pupils who are or perceived to be LGBTQ+
- Pupils from race and faith minority groups
- Pupils with caring responsibilities
- Pupils who are care-experienced

It is important to reiterate that pupils are not bullied because of their characteristics, but rather attitudes towards these characteristics. Our bullying prevention approach includes educating pupils about the ways in which we are different and respecting others.



5. TYPES OF BULLYING

Bullying can be verbal, physical, emotional, online (cyberbullying)

- **Racist bullying:** Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
- **Homophobic and biphobic bullying:** Bullying another person because of their actual or perceived sexual orientation.
- **Transphobic bullying:** Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.
- **Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
- **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.
- **Ableist bullying:** Bullying behaviour that focuses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.
- **Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.
- **Relational bullying:** Bullying that primarily constitutes excluding, isolating and ostracising someone – usually through verbal and emotional bullying.
- **Socioeconomic bullying:** Bullying based on prejudices against the perceived social status of the target, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on **Arbor** and follow up actions and consequences, if appropriate, will be taken for pupils and staff found using any such language.

Prejudice-related incidents

A prejudice-related incident is a one-off incident of unkind or hurtful behaviour which is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the school board. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.



6. 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 target's phone to harass others, to make them think the target 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

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

The school does not tolerate cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the school rewards and consequences 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 signs that may indicate a pupil is being cyberbullied:

- Avoiding use of the computer
- Being on their phone routinely
- Becoming agitated when receiving calls or text messages

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 or mobile phone
- Spending excessive amounts of time on the computer or mobile phone
- Becoming upset or angry when the computer or mobile phone is taken away



As part of the usual communication with parents, the school will reinforce the importance of children being safe and respectful online and inform parents that they will find it helpful to understand what systems the school uses to filter and monitor online use.

Staff and pupils will be instructed not to respond or retaliate to cyberbullying incidents. Evidence of the incident should be recorded, e.g. taking screenshots. Staff will report incidents to the DSL for the incident to be investigated and support to be provided. Pupils will report incidents to a trusted member of staff.

Where offensive content is posted online targeting a staff member or pupil, the person targeted will be encouraged to use the reporting mechanism on the website or social media platform to request its removal. Where the person who has posted it is known to the school, the school will request they remove it directly. The school will make use of the [Professionals Online Safety Helpline](#) to support the removal of any offensive content.

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

In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. Where there is potential risk of Youth Produced Sexual imagery the school will follow specific guidance as outlined in the Child Protection and Safeguarding Policy. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

7. SIGNS OF BULLYING

Staff will be alert to the following signs that may indicate a pupil is a target 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
- Missing dinner money
- Asking for extra money or stealing
- 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 supported by a member of staff to determine the underlying issues causing this behaviour.

8. STAFF PRINCIPLES

Prevention is at the forefront of the school's Anti-Bullying Policy. 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; this applies to all staff, not solely teaching staff.

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 Designated Safeguarding Lead immediately.

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

9. PREVENTION

All members of the school will be made aware of this policy and their responsibilities in relation to it. All staff members will receive training on identifying and dealing with the different types of bullying.

All types of bullying will be discussed as part of the school's relationships curriculum.

Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through various lessons and within the ethos of the school. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. drama productions, sporting activities and cultural groups.

For pupils who need support, there will be opportunities to join working groups with others. For those who feel they need some time alone there will be a safe place, supervised by a teacher, available for them to go to during free time. The member of staff supervising the area will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place. These spaces and opportunities will be communicated to pupils regularly.

Class teachers will welcome pupils to discuss any bullying, whether they are targets of bullying or have witnessed an incident and ensure this information gets passed onto the relevant person in school to take action.

The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as we understand the link between mental health and bullying. The school will provide support as required to any pupil with mental health or wellbeing issues.



10. PROCEDURES

Minor incidents can be dealt with by the target of bullying's **form / class** tutor, who will investigate the incident, set appropriate consequences for the perpetrator, and inform the head of year / phase in writing of the incident and outcome.

When investigating a bullying incident, the following procedures will be adopted:

- The target of bullying, alleged perpetrator and witnesses are all interviewed separately
- Members of staff ensure that there is no possibility of contact between the pupils being interviewed, including electronic communication
- If a pupil is injured, members of staff take the pupil for immediate medical assistance for a medical opinion on the extent of their injuries
- A space is used that allows for privacy during interviews
- A witness is used for serious incidents where present
- If appropriate, the alleged perpetrator, the target of bullying and witnesses are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture, these questions should be open questions where possible
- The school will gather evidence of a cyberbullying incident; this may involve text messages, emails, photos, etc. provided by the target of bullying
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete
- All pupils involved are informed that they must not discuss the interview with other pupils

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. CONSEQUENCES

Proactive preventative measures are always the preferred pathway for the school, including work via our relationships curriculum and input from teachers and heads of year / phase. If a case of bullying has been identified, the school will respond in a proportionate way; the more serious the incident, the more serious the response. When it comes to consequences for bullying behaviour, the following options are a non-exhaustive list of actions which will be considered:

- Immediate action to stop an incident of bullying in progress
- Parents informed
- Removal of free time / detentions
- Behaviour report / individual behaviour plan
- Removal from class or group
- Withholding participation from school activities
- Counselling / instruction on alternative ways of behaviour



- Mediation
- Suspension / exclusion (internal and fixed term)
- Contact with police if there is a possibility that a law might have been broken

Where bullying has taken place, the perpetrator will be helped to understand the impact of their actions, and be provided with support to change their attitudes or behaviour choices. They will also be warned that there must be no further incidents. If possible, the staff investigating the incident will attempt reconciliation and will obtain a genuine apology from the perpetrator either in writing or face-to-face but only with the target of bullying's consent. Targets will never be pressured into a face-to-face meeting with a perpetrator.

12. SUPPORT

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

- Emotional support and reassurance from the school
- Reassurance that it was right to report the incident and that appropriate action will be taken
- They have an immediate opportunity to meet with their head of year/phase or a member of staff of their choice
- Liaison with their parents to ensure a continuous dialogue of support for the pupil.
- 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
- Possible referrals to other internal or external support services as required
- Discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents)

School leadership will carefully consider in each instance of bullying that is handled whether it is appropriate to split up the target(s) and perpetrator(s), e.g. preventing them sitting close to each other or sharing spaces where possible, and will split up other harmful group dynamics to prevent further occurrences where necessary. Targets of bullying will be encouraged to broaden their friendship groups by joining extra-curricular activities and perpetrators will be encouraged to change their attitudes and behaviours.

Staff will work with the target of bullying to build resilience.

The school will acknowledge the link between bullying and mental health issues for both the target and perpetrator. Pupils involved in bullying incidents will be invited to attend a counselling session to assist with any underlying mental health or emotional wellbeing issues they require support with.

The progress of both the perpetrator and the target of bullying will be monitored by the school. One-on-one sessions to discuss how the target of bullying and perpetrator are progressing may be



appropriate. If appropriate, follow-up correspondence will be arranged with parents at an agreed date after the incident.

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 and also to consider the group roles in bullying and the part they played
- Being supported to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents

13. 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 apply consequences to 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. Bullying that takes place outside of school will be treated the same as if it happened in school.

The Headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed.

14. CHILD-ON-CHILD ABUSE

The school does not tolerate any form of child-on-child abuse, including bullying, racial discrimination, 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. Further guidance on child-on-child abuse can be found in our Child Protection & Safeguarding Policy, all staff are required to read this policy alongside Keeping Children Safe in Education.

Sexual harassment in particular can take many forms and is also covered in our Child Protection & Safeguarding Policy.



15. HOW TO RAISE CONCERNS

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 these will be communicated to pupils in the following ways:

- List ways the school notifies pupils of how to raise concerns

There are different ways that pupils and parents can raise concerns. These are listed below

- List the different ways concerns can be raised and where they should go. Include any email address that might be used or person they will speak to
- Consider how concerns can be raised electronically
- Consider how concerns could be raised anonymously

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 (CSCS) and potentially the police, where the DSL deems this appropriate in the circumstances.

16. RECORD KEEPING

The DSL will ensure that records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g. consequences, support, escalation of a situation and resolutions. These records will be stored on CPOMS with an appropriate category added.

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
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.
- Responding to any complaints about how cases have been handled.

