



ANTI-BULLYING POLICY

Last Review: June 2026
Committee: PSW
Date Ratified: June 2026

1. Rationale

1.1 Oldfield School is a respectful, inclusive and aspirational learning community where everyone has the right to feel safe, valued and free from harassment, intimidation or discrimination.

1.2 We are committed to fostering a culture where bullying is not tolerated and where all members of the school community feel confident to report concerns and know they will be taken seriously.

1.3 We recognise that wellbeing and a sense of belonging are fundamental to achieving academic and personal success.

1.4 Bullying can have a significant and lasting impact on a young person's mental health, wellbeing, attendance and attainment. It may also constitute a safeguarding concern.

2. Aims

2.1 To prevent, reduce and respond effectively to all forms of bullying.

2.2 To ensure all students, staff and parents understand what bullying is and how to report it.

2.3 To provide timely, proportionate and supportive responses to incidents.

2.4 To support both:

- students who experience bullying
- students who display bullying behaviour

2.5 To comply with current statutory guidance, including:

- *DfE Preventing and Tackling Bullying* (updated guidance)
- *Keeping Children Safe in Education (KCSIE)*
- *Working Together to Safeguard Children*
- *Equality Act 2010*
- *Education and Inspections Act 2006*

2.6 This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour for Learning Policy
- Online Safety Policy
- SEND Policy
- Staff Code of Conduct
- Equality Policy
- Bullying and Harassment (staff)

3. Definition of Bullying

3.1 Bullying is defined as: *“The repetitive, intentional hurting of one person or group by another person or group, where there is an imbalance of power. It can happen face-to-face or online.”* (Anti-Bullying Alliance)

3.2 Bullying may include (but is not limited to):

- **Physical:** hitting, kicking, pushing, damaging belongings
- **Verbal:** name-calling, insults, threats
- **Social/relational:** exclusion, spreading rumours
- **Cyberbullying:** use of technology to harm others
- **Prejudice-based bullying**, including related to:
 - race, ethnicity, religion or belief
 - disability or SEND
 - sex, gender or gender identity
 - sexual orientation
 - appearance or health
 - family circumstances (e.g. young carers, looked-after children)

3.3 Bullying can occur:

- in person
- online
- inside or outside school
- individually or in groups

3.4 The school recognises that bullying involves an **imbalance of power**, which may be:

- physical
- social
- emotional
- psychological
- digital (e.g. anonymity or online reach)

3.5 Some forms of bullying may constitute **child-on-child abuse** and will be treated as a safeguarding concern in line with statutory guidance.

3.6 Bullying motivated by protected characteristics may constitute a **hate incident or hate crime** and may be reported to the police.

4. Preventing Bullying

4.1 Prevention is central to our approach and includes:

- A visible and proactive staff presence
- A structured PSHE/RSE curriculum addressing relationships, respect and online safety
- Assemblies and awareness events (e.g. Anti-Bullying Week)
- Clear expectations around language, including challenging “banter”
- A strong tutor and House system promoting belonging
- Student voice (e.g. School Council, peer mentors)
- Safe and accessible reporting systems (including anonymous reporting where appropriate)
- Staff training (including safeguarding, SEND, and protected characteristics)
- Engagement with parents/carers
- Review systems for reporting and recording bullying incidents

4.2 We actively promote:

- respect and inclusion
- digital citizenship and responsible online behaviour
- understanding of diversity and equality

4.3 The school works with external agencies where appropriate, including:

- local authority services
- police
- mental health services
- specialist organisations

5. Responsibilities

5.1 Staff will:

- create a safe and inclusive environment
- model respectful behaviour
- take all concerns seriously
- listen to all pupils who have been bullied and take what they say seriously
- record and report incidents from pupils or parents in line with safeguarding procedures
- act promptly and consistently
- support all students involved

5.2 Students will:

- treat others with respect
- not engage in bullying behaviour
- report concerns (for themselves or others)
- support peers appropriately

5.3 Parents/Carers will:

- report concerns to the school promptly
- support their child in understanding appropriate behaviour
- watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying, advising their children to report any bullying to their tutor
- work in partnership with the school
- informing the school of any suspected bullying, even if their children are not involved;
- co-operating with the school if their child is/children are accused of bullying; trying to ascertain the truth and pointing out the implications of bullying both for the children who are bullied and the bullies themselves.
- avoid encouraging retaliation

6. Responding to Bullying

6.1 All reports will be taken seriously and responded to in a **timely, proportionate and consistent** manner. Our primary aim is to prevent and/or stop any continuation of the harmful behaviour to safeguard the student who has experienced bullying, and to trigger sources of support.

6.2 The school will:

- prioritise the safety and wellbeing of the student experiencing bullying
- stop the behaviour

- investigate thoroughly
- provide appropriate support
- apply sanctions where necessary

6.3 Responses may include:

- restorative approaches (where appropriate and safe)
- behaviour sanctions in line with policy
- pastoral support
- safeguarding referrals
- involvement of external agencies

6.4 Investigation process:

- 6.5 The following procedure should be followed where a student discloses to a member of staff or a member of staff suspects bullying
- The member of staff takes a statement from the student and passes the information on to the tutor. If appropriate the Head of Year (HOY) and the SLT link will be informed;
- The alleged perpetrator is interviewed by the tutor or HOY or SLT link without bias, but encouraging them to be honest, open and expressive. A written statement is taken;
- Friends/colluders/witnesses are interviewed separately by the tutor, HOY or SLT link. A written statement is taken from all involved;
- Depending on the severity of the situation, findings are discussed with the victim and parents are updated;
- If appropriate, the perpetrator and the victim plus friends/colluders are brought together to discuss how to resolve the situation using a restorative approach;
- If the alleged perpetrator is found to be responsible for the bullying, an appropriate disciplinary sanction will be served in line with the stepped approach towards bullying as outlined in Appendix 6 – Bullying Stages; this is recorded on CPOMS and parents are informed.
- If appropriate, the victim and/or perpetrator are provided with ongoing support (Appendix 6) This could include referral to outside agencies e.g. Off the Record Listening/Counselling Service, School Nursing Service, Stand Against Racism (SARI), Black Families Support. This is completed in consultation with the student and their parents/carers.
- record on safeguarding and behaviour systems (e.g. CPOMS)
- inform relevant staff
- communicate with parents/carers
- review outcomes and follow up

6.5 Support includes:

- for the student experiencing bullying:
 - reassurance and regular check-ins
 - pastoral or counselling support

- safety planning
- for the student displaying bullying behaviour:
 - behaviour support
 - reflection and education
 - targeted intervention
 - referral to external services where appropriate

6.6 Bullying outside school:

As a school we have the power to discipline students for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incident that occurs anywhere off the school premises, such as on public transport or outside the local shops.

6.6.1 Where bullying outside school is reported to school staff, it will be investigated and dealt within the same manner as outlined in 6.4 and 6.5 of this policy.

6.6.2 The headteacher will also consider whether it is appropriate to notify the police if the bullying could be criminal in nature.

The school will act where behaviour:

- impacts the school environment
- affects student wellbeing
- breaches behaviour expectations

6.7 Cyberbullying:

- treated with the same seriousness as in-person bullying
- may involve searching/deleting content in line with legal powers
- may involve police where appropriate

7. Monitoring and Review

The school monitors bullying through:

- safeguarding and behaviour systems (e.g. CPOMS)
- analysis of patterns and trends
- student voice and surveys
- regular policy review

A named governor oversees anti-bullying practice.

Appendix 1: Recognising Possible Signs of Bullying

Behaviour changes

Students may:

- become withdrawn, anxious or distressed
- show reluctance to attend school or particular lessons
- display sudden changes in behaviour or mood
- become more aggressive or reactive

Physical indicators

- unexplained injuries
- damaged or missing belongings

Learning impact

- decline in effort, engagement or progress
- increased behaviour points (Satchel One)
- disruption linked to anxiety or distress

Social indicators

- isolation or friendship changes
- avoidance of specific students or areas

Online indicators

- distress linked to device use
- increased or withdrawn online activity

Staff should log concerns on **CPOMS** and monitor patterns via **Satchel One**.

Appendix 2: Indicators a Student May Be Displaying Bullying Behaviour

- repeated C1/C2 incidents targeting individuals
- escalation to C2/C3 involving the same student(s)
- use of discriminatory or harmful language
- refusal to engage in restorative conversations
- behaviour across multiple settings (lesson, social time, online)

These behaviours should trigger escalation through:

- Behaviour system (C1–C4)
- HOY involvement
- possible placement on report or behaviour stage

Appendix 3: Cyberbullying (Aligned with Online Behaviour Section 5.7)

Cyberbullying will be addressed where it:

- causes harm to another student
- impacts behaviour in school
- affects the school environment or reputation
- involves identifiable Oldfield students

Examples:

- abusive messages
- sharing images without consent
- fake accounts or impersonation
- online harassment or exclusion

Response:

- logged on CPOMS
- sanctioned using C-level system
- may escalate directly to **C3/C4 or suspension** depending on severity
- safeguarding referral where appropriate

Appendix 4: Support and External Agencies

Key organisations include:

- Anti-Bullying Alliance [Anti-Bullying Alliance](#)
- NSPCC [Helping Children Deal with Bullying & Cyberbullying | NSPCC](#)
- Childline [Childline | Free counselling service for kids and young people | Childline](#)
- [Advice for parents and carers on cyberbullying](#)
- Internet Matters
- UK Safer Internet Centre <https://www.saferinternet.org.uk/>
- Stonewall [The leading charity supporting LGBTQ+ communities in... | Stonewall UK](#)
- **Digizen** online resource for students and parents <http://www.digizen.org/>
- **Don't Suffer in Silence:** <http://www.dcsf.gov.uk/bullying>
- **Diana Award (Anti-Bullying organisation)** - <https://diana-award.org.uk/>
- Open Monday to Friday between 10 am and 4 pm. They provide leaflets and booklets about bullying and information and support to young people and their parents, including action steps to take.
- **South West Grid for Learning** <https://swgfl.org.uk/>

Referrals to external agencies should sit alongside:

- Behaviour interventions
- Safeguarding processes
- Pastoral support

Appendix 5: Staff Response (Aligned with Behaviour Procedures)

Initial response (classroom level)

- use **30-second intervention**
- apply **C1 sanction where appropriate**
- address behaviour immediately

If behaviour continues

- escalate to **C2 (partner classroom + detention)**
- log on Satchel One
- contact home

If bullying is suspected

- record on **CPOMS**
- inform Tutor / Head of Year
- do not treat as a one-off behaviour issue

Key expectations

- act promptly
- follow behaviour system consistently
- ensure restorative conversation takes place
- escalate where patterns emerge

Appendix 6: Bullying and Behaviour – Graduated Response

Stage A: Initial Incident (Low-level)

Linked to: C1

Examples:

- one-off name calling
- unkind comments
- inappropriate “banter”

Response:

- C1 sanction
- restorative conversation
- log on Satchel One
- monitor for repetition

Stage B: Repetition or Targeted Behaviour

Linked to: C2

Examples:

- repeated behaviour
- targeting an individual
- prejudiced language

Response:

- C2 sanction (partner classroom + detention)
- parental contact
- logged as **bullying concern on CPOMS**
- tutor/HOY informed

Stage C: Confirmed Bullying / Persistent Behaviour

Linked to: C3 + Behaviour Stage 2–3

Examples:

- repeated targeting
- group bullying
- intimidation

Response:

- C3 (internal suspension)
- HOY intervention
- student placed on **report (Stage 2 or 3)**
- parental meeting
- behaviour targets set

Stage D: Serious or Ongoing Bullying

Linked to: C4 + Behaviour Stage 3–4

Examples:

- sustained bullying
- serious emotional harm
- significant cyberbullying

Response:

- C4 (internal suspension or suspension)
- safeguarding review
- SLT involvement
- possible **Behaviour Support Plan (Stage 4)**

Stage E: Severe / Persistent Cases

Examples:

- failure to respond to interventions
- serious safeguarding risk
- extreme incidents

Response:

- suspension or **permanent exclusion** (Appendix 5 Behaviour Policy)
- multi-agency involvement

Appendix 7: Links to Behaviour Monitoring Systems

Bullying is tracked through:

Satchel One

- behaviour points (C1–C4)
- patterns across subjects

CPOMS

- safeguarding concerns
- bullying logs
- linked incidents

Reports System

- Stage 1–4 reports
- behaviour monitoring targets

Behaviour Stages

- escalation where behaviour persists
- BSP for serious cases

Appendix 8: Student Reporting (Aligned with School Systems)

Students should report concerns via:

- tutor
- Head of Year
- trusted staff member
- safeguarding team

Reports will:

- be taken seriously
- be logged appropriately
- lead to action through behaviour and safeguarding systems